

○ MUSIC  city COUNSELOR

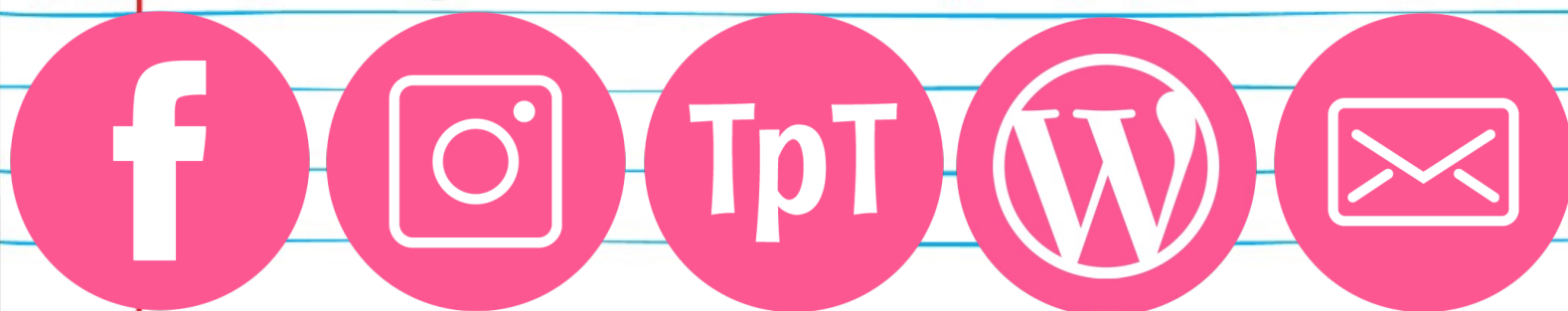
THANK YOU FOR YOUR
PURCHASE!



Hey y'all, Laura here! I so appreciate when you please take a moment to leave a review on my resources on my TpT Store. Thanks for your support! Enjoy the resource!

♥ *laura oathout*

LET'S CONNECT!



For helpful ideas, engaging resources, and freebies, please check out my website and membership!

○ ♥ **WEBSITE:** www.musiccitycounselor.com

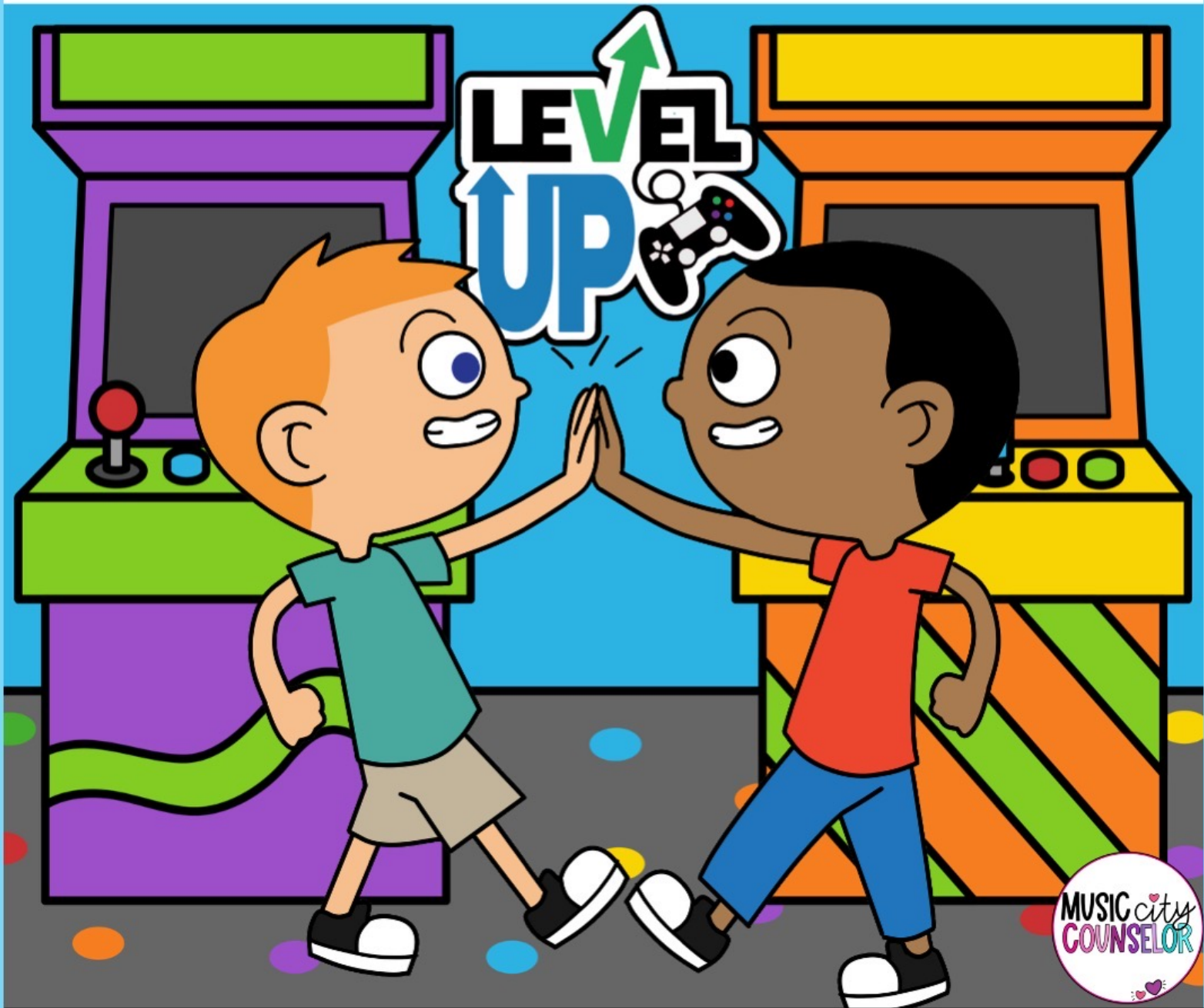
♥ **MEMBERSHIP:** www.counselorcollab.com

GRADES
K - 5th

FRIENDSHIP

Small Group for Boys

.....



LEVEL UP! SOCIAL SKILLS

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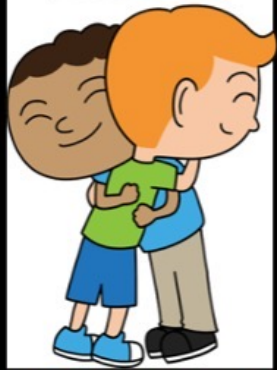
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BINDER SPINES



Music City Counselor

BOYS FRIENDSHIP GROUP



Music City Counselor

BOYS FRIENDSHIP GROUP



Music City Counselor

BOYS FRIENDSHIP GROUP

ASCA MINDSETS & BEHAVIORS

Category 1: Mindset Standards

- **M1:** Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.
- **M2:** Sense of acceptance, respect, support, and inclusion for self and others in the school environment.
- **M3:** Positive attitude toward work and learning.
- **M 4:** Self-confidence in ability to succeed.
- **M 5:** Belief in using abilities to their fullest to achieve high-quality results and outcomes.

Category 2: Behavior Standards

- **B-LS 2:** Creative approach to learning, tasks, and problem-solving.
- **B-SMS 1:** Responsibility for self and actions.
- **B-SMS 2:** Self-discipline and self-control.
- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SMS 7:** Effective coping skills.
- **B-SMS 10:** Ability to manage transitions and adapt to change.
- **B-SS 1:** Effective oral and written communication skills and listening skills.
- **B-SS 2:** Positive, respectful, and supportive relationships with students who are similar to and different from them.
- **B-SS 3:** Positive relationships with adults to support success.
- **B-SS 6:** Effective collaboration and cooperation skills.
- **B-SS 8:** Advocacy skills for self and others and ability to assert self, when necessary.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment.

GENERAL DIRECTIONS:

- I recommend having 4-8 students participate in group.
- These materials are **differentiated** for use with K- 5th graders. Please choose the activities that best fit the needs and abilities of your students and the amount of time you have.
- I recommend meeting **weekly for 10 weeks for 30-minute sessions**.
- This group is **flexible** to meet the needs and developmental level of your students. You can implement all 10 sessions in the order presented. Or you may change the order of sessions, pick and choose certain sessions, or add in your own materials.
- To select students for group, use your **data**! Use your [needs assessment data](#), teacher referrals, parent referrals, and school-level data (i.e. discipline referrals, progress reports, etc.).
- Give the included **teacher referral form** to your teachers.
- Once you have selected your students, send home the **parent letter**. Some districts require parent permission to participate in group and others do not. Both an **English and Spanish version** are included.
- **Editable versions** of all the forms are included in a separate file in the zip folder.
- **Hall passes, reminders, and an attendance chart** are provided.
- A detailed **session plan** is included for each session as well as all the instructional materials you will need.
- Each session is aligned to the **ASCA Mindsets & Behaviors**.
- A **pretest** is included in Session 2 and a **posttest** is included in Session 10. Use this data to show student growth and progress.
- **Questions?** Please contact me any time at laura@musiccitycounselor.com. I'm here to help!

GROUP OUTLINE:

- Session 1: Introductions & Icebreakers
- Session 2: LEVEL UP our Feelings: Emotions Road Trip
- Session 3: LEVEL UP our Coping Skills: Ninja Training
- Session 4: LEVEL UP our Behavior: Touchdown & Fumble Choices
- Session 5: LEVEL UP our Self-Control: Video Game Controllers
- Session 6: LEVEL UP our Friendships: Friendship Toolbox
- Session 7: LEVEL UP our Problem-Solving Skills: Steer Your Racecar Towards the Finish Line
- Session 8: LEVEL UP our I-Messages: I-Messages Express
- Session 9: LEVEL UP our Self-Esteem: Super YOU!
- Session 10: Group Closure & Reflection

IMPORTANT NOTE: This group is flexible. You may change the order of sessions, pick and choose certain sessions, or add in your own materials.

LET'S LEVEL UP!

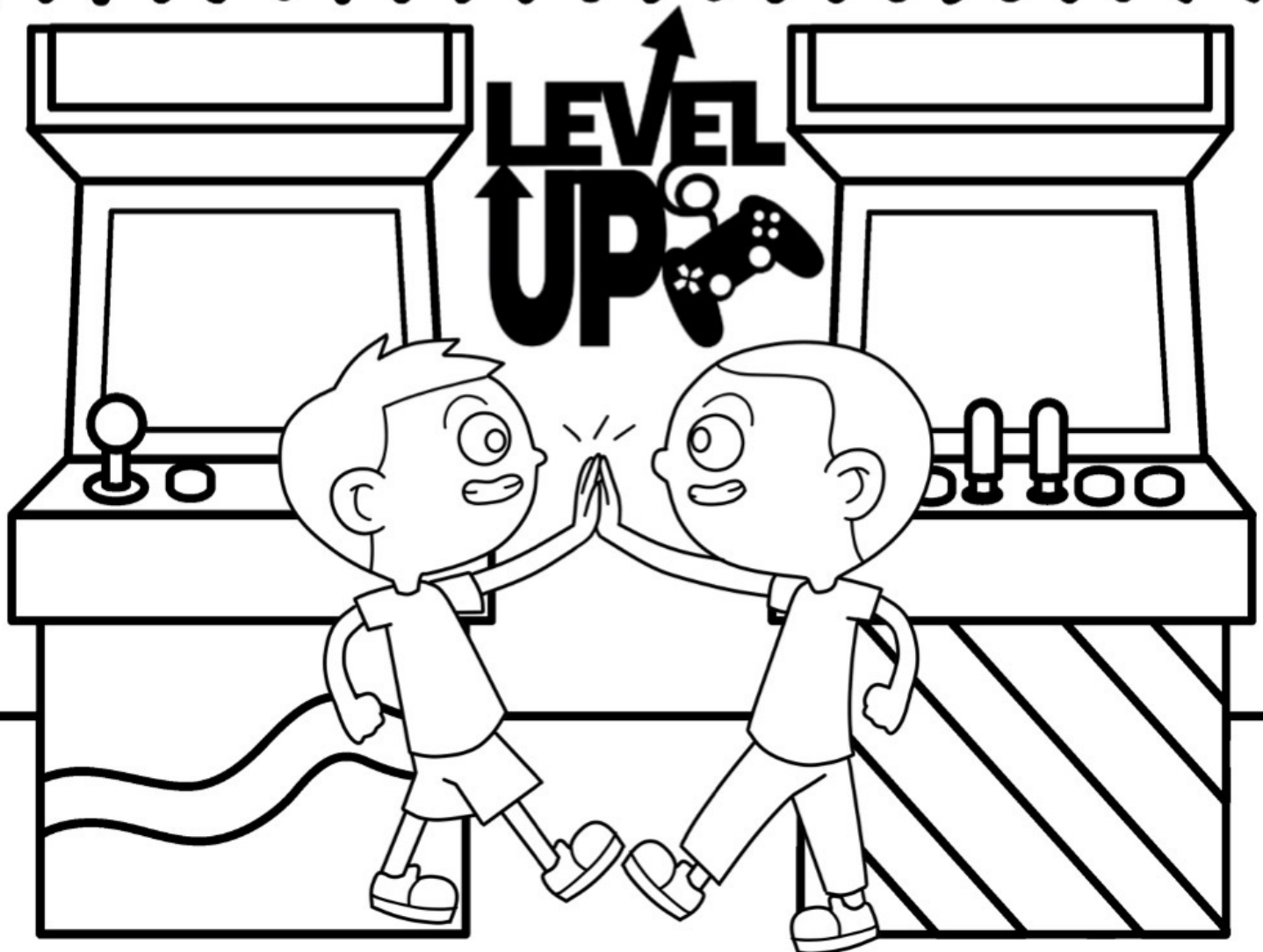
SOCIAL SKILLS FOR BOYS

FOLDER

.....



LET'S LEVEL UP! SOCIAL SKILLS FOR BOYS FOLDER



GROUP

FORMS

* EDITABLE versions of these forms are also included in the zip folder!

TEACHER REFERRAL FORM

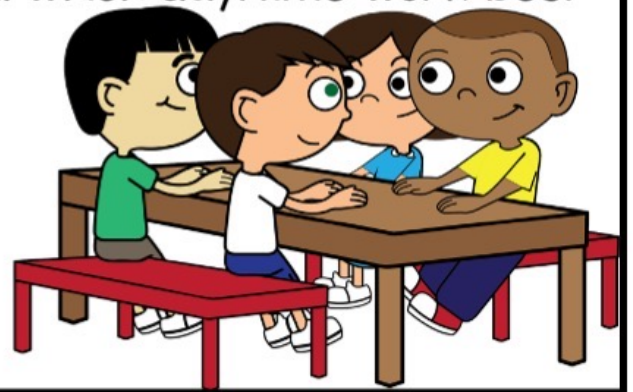
GROUP COUNSELING

Teacher Name: _____

Grade Level: _____

I will be facilitating a small group called: "Level Up! Social Skills for Boys." We will focus on social skills such as identifying feelings, coping skills, self-control, problem-solving skills, and positive behavior. We will meet once/week for 30 minutes for 10 weeks. Your referrals help me ensure that my services are needed and relevant for our students. Please fill out this form to let me know which students would be the best fit for this group, and which day/time work best for your classroom schedule. Please contact me any time with questions or suggestions. Thank you!

— _____
School Counselor



Student Name:	Preferred Day/Time to Meet:	Comments:

TEACHER REFERRAL FORM

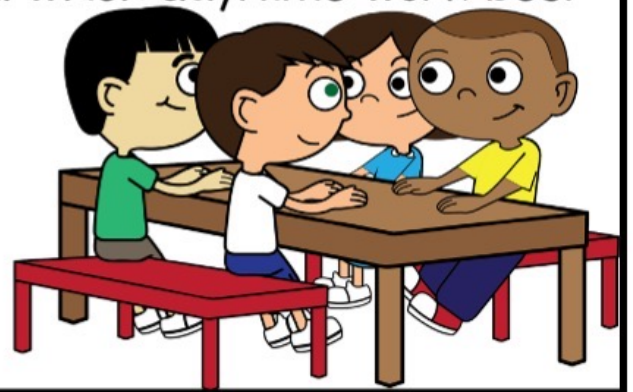
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— _____
School Social Worker



Student Name:	Preferred Day/Time to Meet:	Comments:

TEACHER REFERRAL FORM

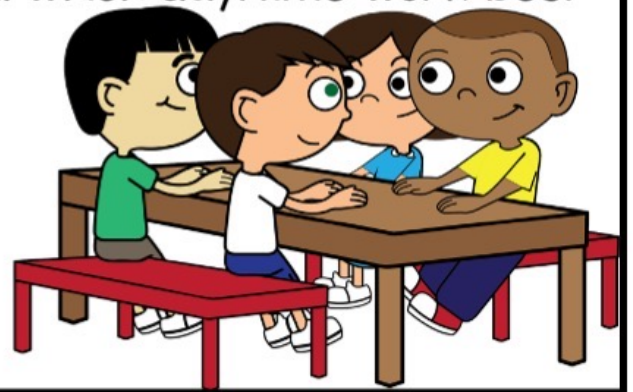
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— _____
School Psychologist



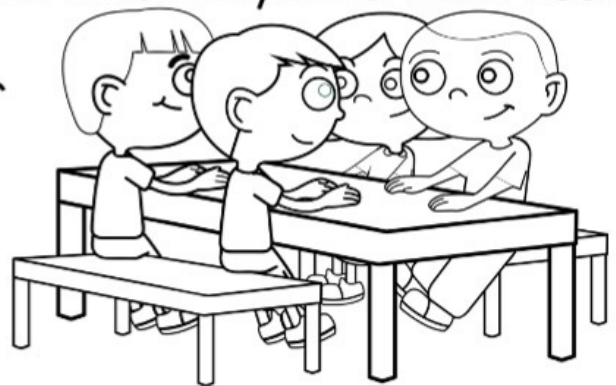
Student Name:	Preferred Day/Time to Meet:	Comments:

TEACHER REFERRAL FORM GROUP COUNSELING

Teacher Name: _____

Grade Level: _____

I will be facilitating a small group called: "Level Up! Social Skills for Boys." We will focus on social skills such as identifying feelings, coping skills, self-control, problem-solving skills, and positive behavior. We will meet once/week for 30 minutes for 10 weeks. Your referrals help me ensure that my services are needed and relevant for our students. Please fill out this form to let me know which students would be the best fit for this group, and which day/time work best for your classroom schedule. Please contact me any time with questions or suggestions. Thank you!



— _____
School Counselor

Student Name:	Preferred Day/Time to Meet:	Comments:

TEACHER REFERRAL FORM GROUP COUNSELING

Teacher Name: _____

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School Social Worker

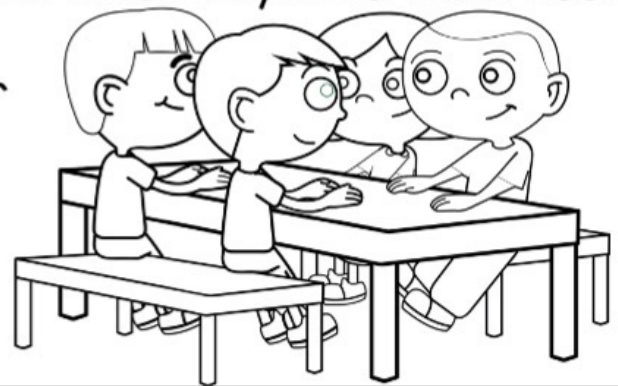
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School Psychologist

Student Name:	Preferred Day/Time to Meet:	Comments:

FROM THE DESK OF THE SCHOOL COUNSELOR

Dear Caregiver, _____

Your child _____ has been referred to participate in a small group with their School Counselor called "Level Up! Social Skills for Boys." This group will focus on **social skills and positive behavior**.

Our group will meet for a total of **10 weeks** starting on _____. We will meet for **30 minutes** on _____ at _____.

We will discuss important topics such as:

- Identifying & Coping with Feelings
- Self-Control
- Problem-Solving Skills
- Making & Keeping Friends
- Self-Esteem

This group is optional, but highly recommended. Please fill out the permission form below and return it to your child's teacher.

Please don't hesitate to contact me any time at _____ with questions, comments, or suggestions. I'm here to help!

Thank you so much,

School Counselor



Student Name: _____

Caregiver Name: _____

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: _____

FROM THE DESK OF THE SOCIAL WORKER

Dear Caregiver, _____

Your child _____ has been referred to participate in a small group with their School Social Worker called "Level Up! Social Skills for Boys." This group will focus on **social skills and positive behavior**.

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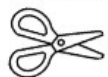
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Thank you so much,

School Social Worker



Student Name: _____

Caregiver Name: _____

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: _____

FROM THE DESK OF THE SCHOOL PSYCH

Dear Caregiver, _____

Your child _____ has been referred to participate in a small group with their School Psychologist called "Level Up! Social Skills for Boys." This group will focus on **social skills and positive behavior**.

Our group will meet for a total of **10 weeks** starting on _____. We will meet for **30 minutes** on _____ at _____.

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Please don't hesitate to contact me any time at _____ with questions, comments, or suggestions. I'm here to help!

Thank you so much,

School Psychologist



Student Name: _____

Caregiver Name: _____

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: _____

FROM THE DESK OF THE SCHOOL COUNSELOR

Dear Caregiver, _____

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Please don't hesitate to contact me any time at _____ with questions, comments, or suggestions. I'm here to help!

Thank you so much,

School Counselor



Student Name: _____

Caregiver Name: _____

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☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: _____

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School Social Worker



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School Psychologist



Student Name: _____

Caregiver Name: _____

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: _____

DESDE EL ESCRITORIO DEL CONSEJERO ESCOLAR

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su consejero escolar que se llama "Level Up! Social Skills for Boys." Este grupo se centrará en el comportamiento positivo y las habilidades sociales.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

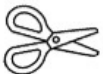
Trataremos temas importantes como:

- Identificar y manejar las emociones
- Autocontrol
- Habilidades para resolver problemas
- Hacer y mantener amistades
- Autoestima

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

Consejero Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

☐

Sí, doy permiso para que mi hijo/a participe en el grupo.

☐

No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DE LA CONSEJERA ESCOLAR

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su consejera escolar que se llama "Level Up! Social Skills for Boys." Este grupo se centrará en el comportamiento positivo y las habilidades sociales.

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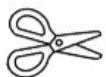
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Muchas gracias,

Consejera Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DE LA TRABAJADORA SOCIAL

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su trabajadora social que se llama "Level Up! Social Skills for Boys." Este grupo se centrará en el comportamiento positivo y las habilidades sociales.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

Trataremos temas importantes como:

- Identificar y manejar las emociones
- Autocontrol
- Habilidades para resolver problemas
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Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

Trabajadora Social



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

☐

Sí, doy permiso para que mi hijo/a participe en el grupo.

☐

No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DEL TRABAJADOR SOCIAL

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su trabajador escolar que se llama "Level Up! Social Skills for Boys." Este grupo se centrará en el comportamiento positivo y las habilidades sociales.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

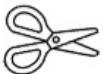
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Muchas gracias,

Trabajador Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DEL PSICÓLOGO ESCOLAR

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su psicólogo escolar que se llama "Level Up! Social Skills for Boys." Este grupo se centrará en el comportamiento positivo y las habilidades sociales.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

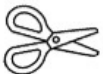
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Muchas gracias,

Psicólogo Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

☐

Sí, doy permiso para que mi hijo/a participe en el grupo.

☐

No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DEL PSICÓLOGA ESCOLAR

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su psicóloga escolar que se llama "Level Up! Social Skills for Boys." Este grupo se centrará en el comportamiento positivo y las habilidades sociales.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

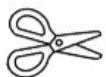
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Muchas gracias,

Psicóloga Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

☐

Sí, doy permiso para que mi hijo/a participe en el grupo.

☐

No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DEL CONSEJERO ESCOLAR

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su consejero escolar que se llama "Level Up! Social Skills for Boys." Este grupo se centrará en el comportamiento positivo y las habilidades sociales.

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Muchas gracias,

Consejero Escolar



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No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DE LA CONSEJERA ESCOLAR

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su consejera escolar que se llama "Level Up! Social Skills for Boys." Este grupo se centrará en el comportamiento positivo y las habilidades sociales.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

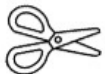
Trataremos temas importantes como:

- Identificar y manejar las emociones
- Autocontrol
- Habilidades para resolver problemas
- Hacer y mantener amistades
- Autoestima

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

Consejera Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DE LA TRABAJADORA SOCIAL

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su trabajadora social que se llama "Level Up! Social Skills for Boys." Este grupo se centrará en el comportamiento positivo y las habilidades sociales.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

Trataremos temas importantes como:

- Identificar y manejar las emociones
- Autocontrol
- Habilidades para resolver problemas
- Hacer y mantener amistades
- Autoestima

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

Trabajadora Social



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____



Sí, doy permiso para que mi hijo/a participe en el grupo.



No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DEL TRABAJADOR SOCIAL

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su trabajador escolar que se llama "Level Up! Social Skills for Boys." Este grupo se centrará en el comportamiento positivo y las habilidades sociales.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

Trataremos temas importantes como:

- Identificar y manejar las emociones
- Autocontrol
- Habilidades para resolver problemas
- Hacer y mantener amistades
- Autoestima

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

Trabajador Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DEL PSICÓLOGO ESCOLAR

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su psicólogo escolar que se llama "Level Up! Social Skills for Boys." Este grupo se centrará en el comportamiento positivo y las habilidades sociales.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

Trataremos temas importantes como:

- Identificar y manejar las emociones
- Autocontrol
- Habilidades para resolver problemas
- Hacer y mantener amistades
- Autoestima

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

Psicólogo Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DEL PSICOLOGA ESCOLAR

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su psicóloga escolar que se llama "Level Up! Social Skills for Boys." Este grupo se centrará en el comportamiento positivo y las habilidades sociales.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____. Nos reuniremos por 30 minutos el _____ a las _____.

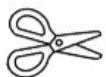
Trataremos temas importantes como:

- Identificar y manejar las emociones
- Autocontrol
- Habilidades para resolver problemas
- Hacer y mantener amistades
- Autoestima

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudarle!

Muchas gracias,

Psicóloga Escolar



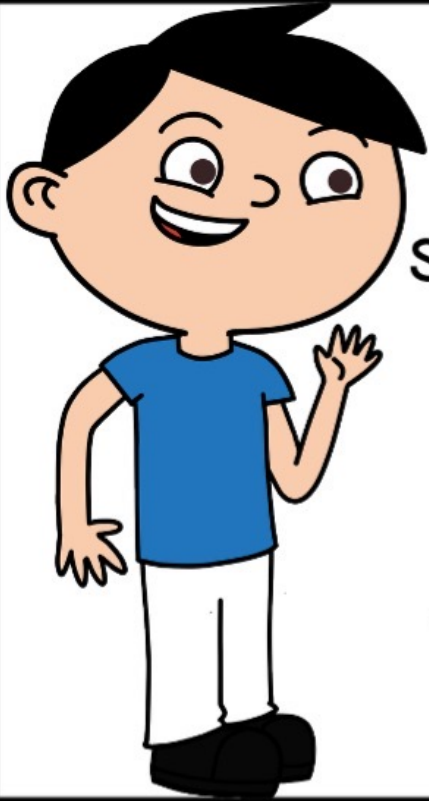
Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

- ☐ Sí, doy permiso para que mi hijo/a participe en el grupo.
- ☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

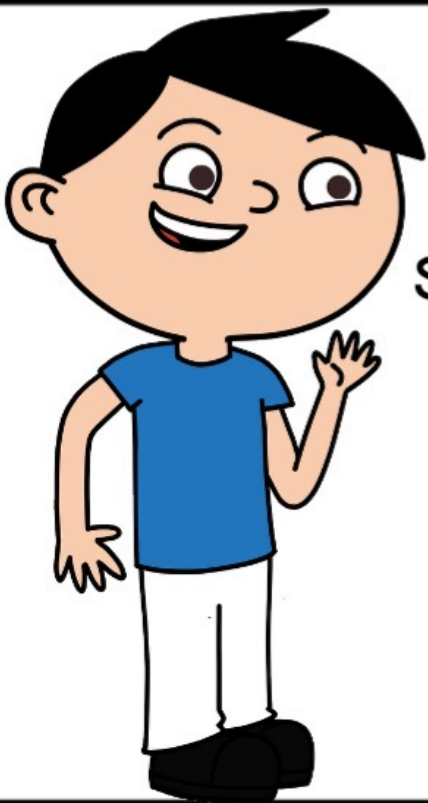
See you soon, friend!

— _____

School Counselor

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

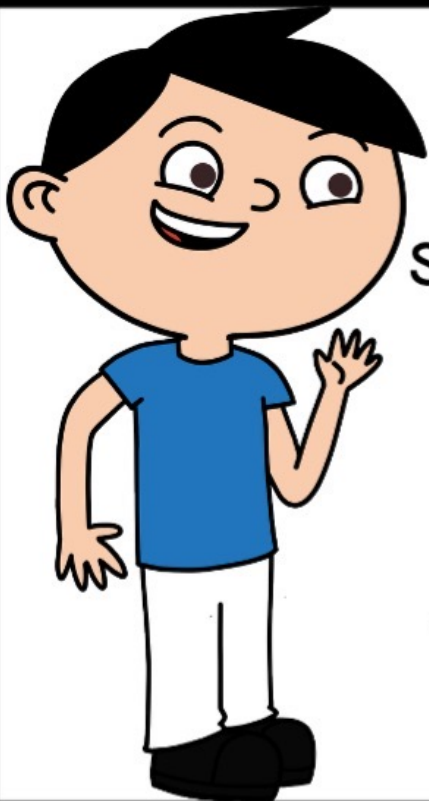
See you soon, friend!

— _____

School Counselor

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

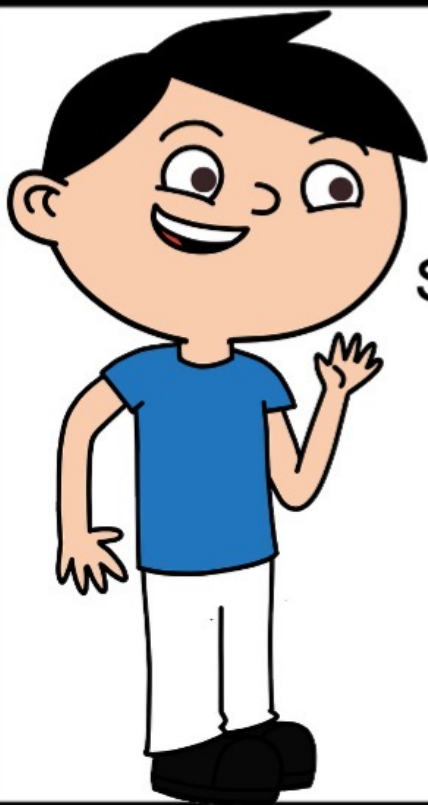
See you soon, friend!

— _____

School Social Worker

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

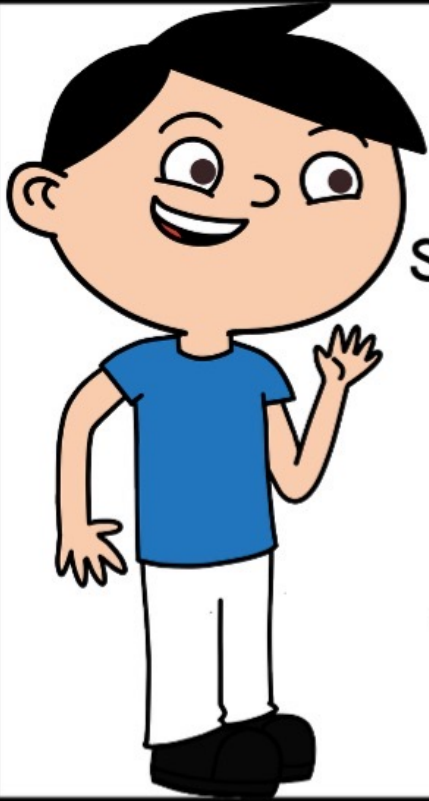
See you soon, friend!

— _____

School Social Worker

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

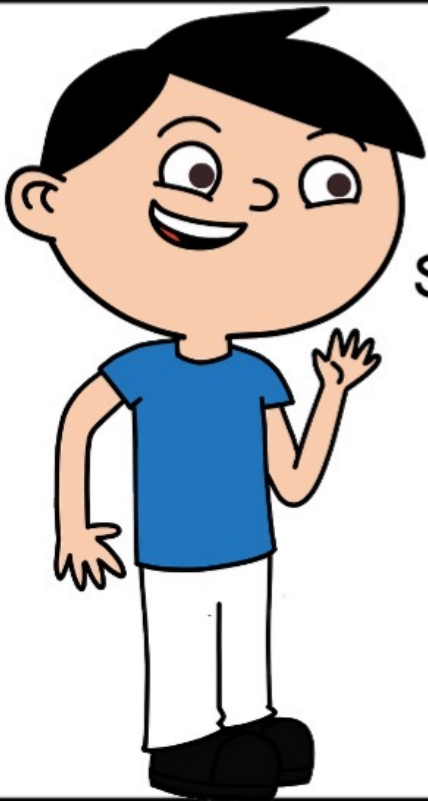
See you soon, friend!

— _____

School Psychologist

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

See you soon, friend!

— _____

School Psychologist

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

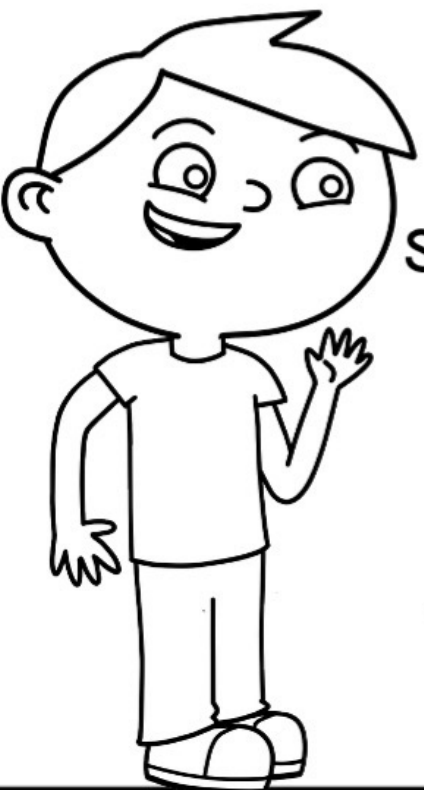
See you soon, friend!

— _____

School Counselor

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

See you soon, friend!

— _____

School Counselor

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

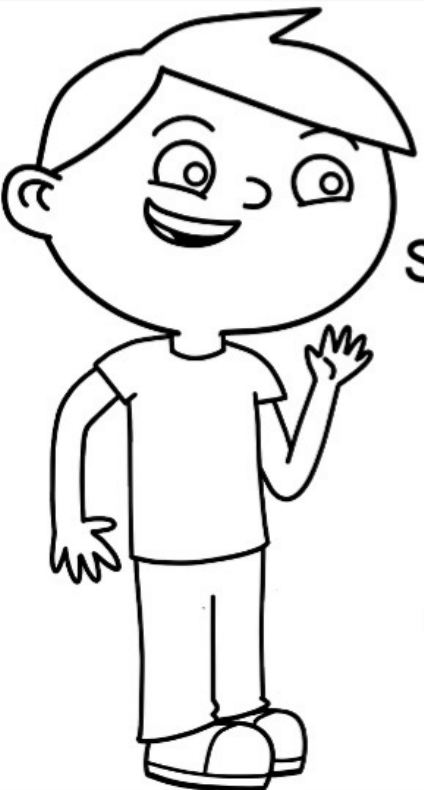
See you soon, friend!

— _____

School Social Worker

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

See you soon, friend!

— _____

School Social Worker

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

See you soon, friend!

- _____

School Psychologist

© Music City Counselor

SMALL GROUP REMINDER



Hi _____!
I'm looking forward to
seeing you for group on

at _____.

See you soon, friend!

- _____

School Psychologist

© Music City Counselor

LEVEL UPI SOCIAL SKILLS

HALL PASS

© Music City Counselor

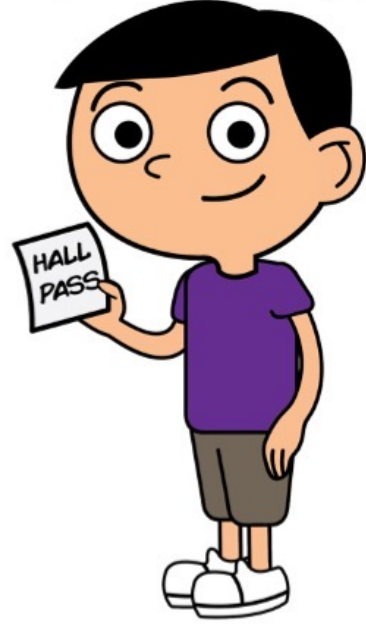


to see the
School Counselor

LEVEL UPI SOCIAL SKILLS

HALL PASS

© Music City Counselor



to see the School
Social Worker

LEVEL UPI SOCIAL SKILLS

HALL PASS

© Music City Counselor

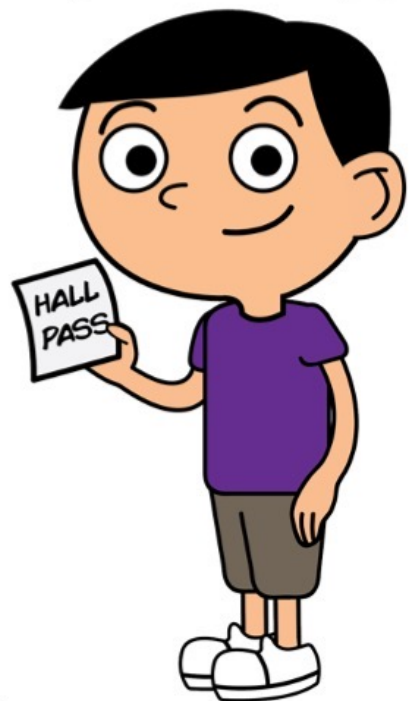


to see the
School Psychologist

LEVEL UPI SOCIAL SKILLS

HALL PASS

© Music City Counselor



for Small Group

LEVEL UP! SOCIAL SKILLS

HALL PASS

© Music City Counselor



to see the
School Counselor

LEVEL UP! SOCIAL SKILLS

HALL PASS

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to see the School
Social Worker

LEVEL UP! SOCIAL SKILLS

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to see the
School Psychologist

LEVEL UP! SOCIAL SKILLS

HALL PASS

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for Small Group

ATTENDANCE CHART

LEVEL UP! SOCIAL SKILLS

Week	Student Name _____	Student Name _____	Student Name _____	Student Name _____	Student Name _____	Student Name _____	Student Name _____	Student Name _____
Week 1								
Week 2								
Week 3								
Week 4								
Week 5								
Week 6								
Week 7								
Week 8								
Week 9								
Week 10								

SAMPLE PLAYER PROFILE

PLAYER PROFILE

NAME Jaxon 

LEVEL 2nd Grade 

STATS Kind, funny, cool 

BOYS GROUP

SKILL BADGES



**STUDENTS CHOOSE THE PLAYER PROFILE THAT
LOOKS THE MOST LIKE THEM.**

LEVEL UP! BADGES



**STUDENTS EARN A NEW BADGE TO GLUE ONTO
THEIR PLAYER PROFILE AFTER COMPLETING
EACH SESSION.**

PLAYER PROFILE



BOYS GROUP

NAME



LEVEL



STATS



SKILL BADGES

PLAYER PROFILE



NAME



LEVEL



STATS



BOYS GROUP

SKILL BADGES

A large, empty light blue rectangular area for drawing or writing skill badges.

PLAYER PROFILE



BOYS GROUP

NAME



LEVEL

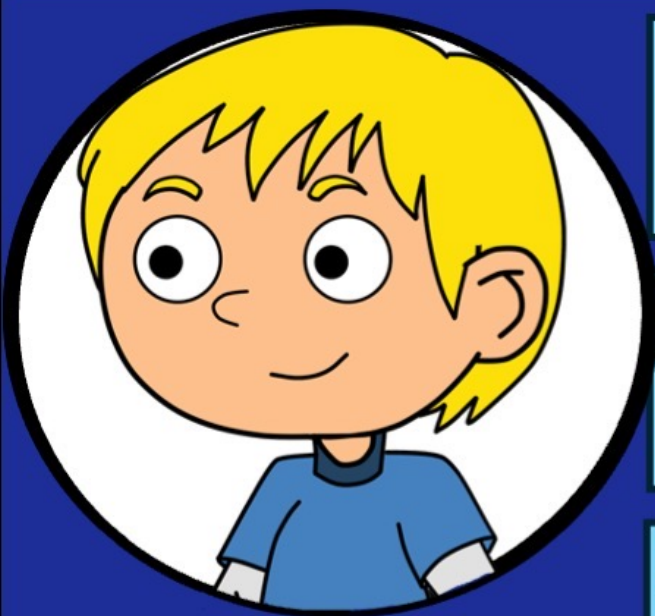


STATS



SKILL BADGES

PLAYER PROFILE



BOYS GROUP

NAME



LEVEL



STATS

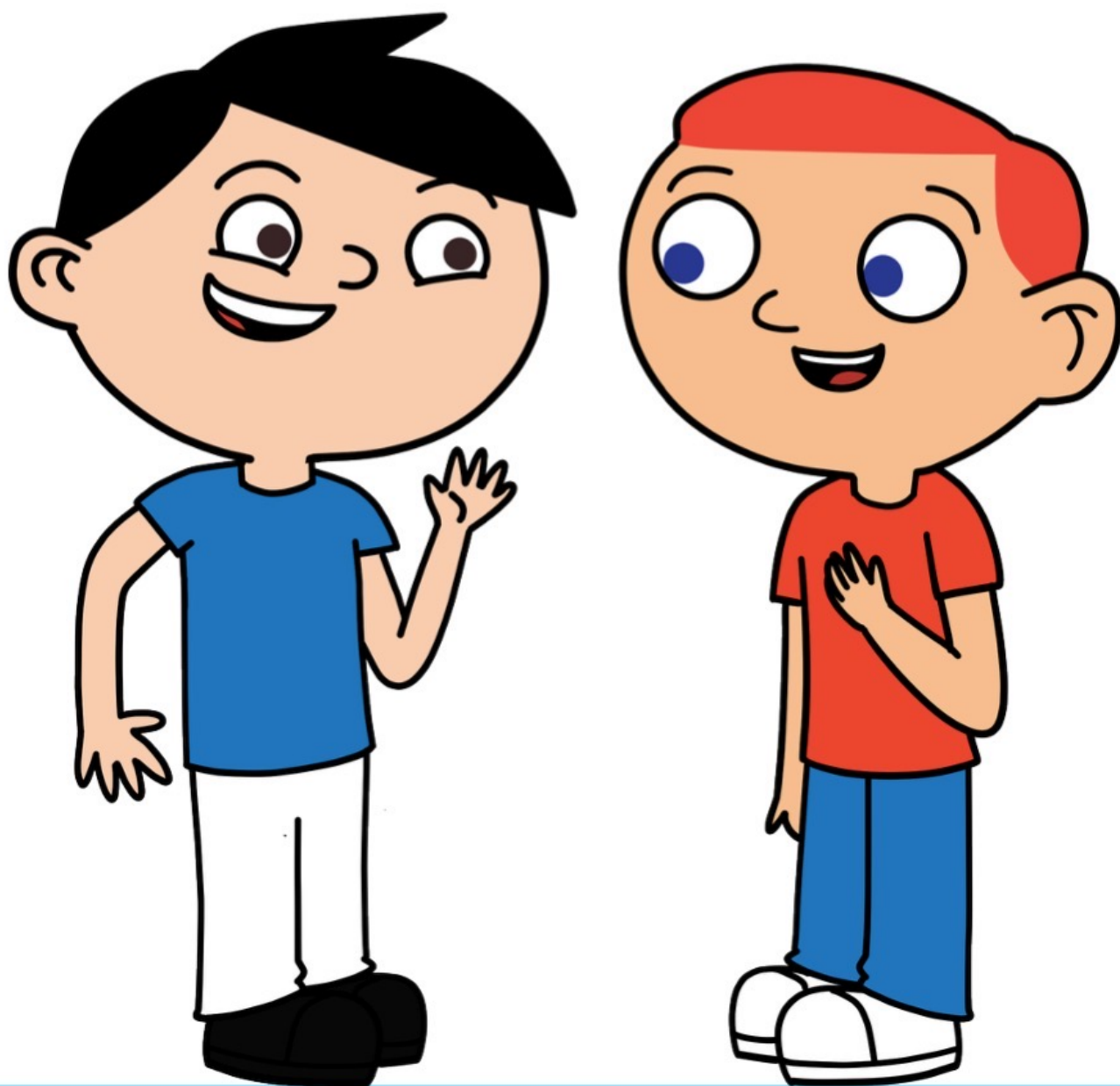


SKILL BADGES

A large, empty light blue rectangular area intended for drawing or writing skill badges.

SESSION 1:

Introductions & Icebreakers



SESSION 1: Introductions & Icebreakers

SESSION GOALS:

- Students will introduce themselves and get to know their peers.
- Students will assess their social skills with a pre-survey.
- Students will learn the rules of group.
- Students will learn the definition and limits of confidentiality.
- Students will reflect on and share how they are feeling today.
- Students will understand the purpose and content of group.

ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **M 2.** Sense of acceptance, respect, support and inclusion for self and others in the school environment.
- **B-SS 2:** Positive, respectful and supportive relationships with students who are similar to and different from them.

MATERIALS NEEDED:

- 1 folder per student
- 1 folder cover per student
- "How Are You Feeling?" poster
- 20 printed "Would You Rather?" cards (cut-out)
- 1 small group pre-survey per student
- "Our Group Rules" poster
- "Confidentiality" poster
- "In this Group We Will Learn" poster
- 1 printed "player profile" per student
- Pencils

DIRECTIONS:

- **Before students come to group:**
 - Glue a **folder cover page** onto the front of a **two-pocket folder** for each student
 - Print the **"How Are You Feeling?"**, **"Our Group Rules"**, **"Confidentiality"**, and **"In This Group We Will Learn"** posters
 - Print 1 **"player profile"** per student
 - Print and cut out the 20 **"Would You Rather?"** cards
- Start by **welcoming** students to the "Level Up! Social Skills for Boys" group and giving them a two-pocket folder. They can write their name on the blank line on the cover page. They can store their group materials in this folder each week.
- You may choose to start each session with a **feelings check-in**. Ask students to share or point to how they're feeling on the **"How Are You Feeling?"** poster. Gauge their feelings about group, how their day is going, their mood, etc.
- Show students the different **"player profiles"** and ask them to choose the one that looks most like them. Ask them to add their name and any "stats/info" they'd like. Explain that just like in a video game, we will track their progress in group on their player profile. For each session they attend and each skill they "level up," they will earn a **"skill badge."** They'll glue their new badge onto their player profile at the end of each session (total of 8 badges).
- Tell students that we are going to start with a **fun activity** to help us get to know each other. Place the 20 **"Would You Rather?"** cards in a pile. Students take turns drawing a card and showing it to the group. Then, they can explain which choice they would rather do/eat/be to the group and why. Use these to spark conversation and help students find common ground with their peers.
- Give each student a **small group pre-survey** and ask them to write their name at the top. Explain that this little form will help us understand how much progress they make in group. It's okay if they don't know the answers now – they'll learn as we go! Read each question aloud and ask students to circle or color the "yes," "maybe," or "not yet" faces.
- Review the **group rules poster** with students. Ask them if they'd like to add any rules to the list. You may want to keep a copy of the rules in each students' folder.
- Review the **confidentiality and its limits** poster with students.
- Review the **4 concepts** that we will learn in group poster with students.
- **Close** by saying that next week we go on an "Emotions Road Trip" and Level Up our feelings.

HOW ARE YOU FEELING?



Happy



Sad



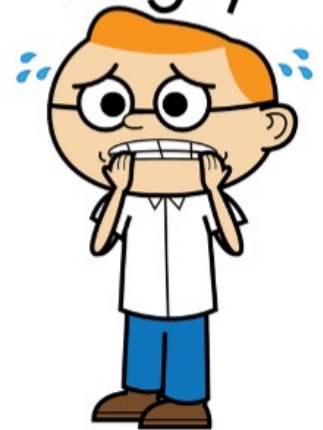
Angry



Embarrassed



Frustrated



Nervous



Scared



Excited



Confused

HOW ARE YOU FEELING?



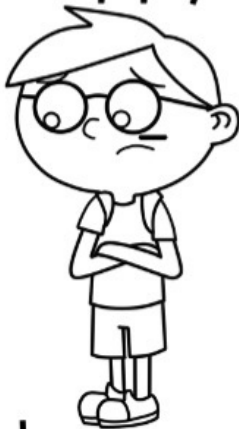
Happy



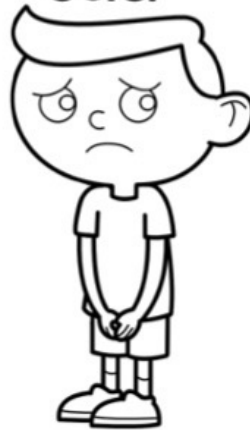
Sad



Angry



Embarrassed



Frustrated



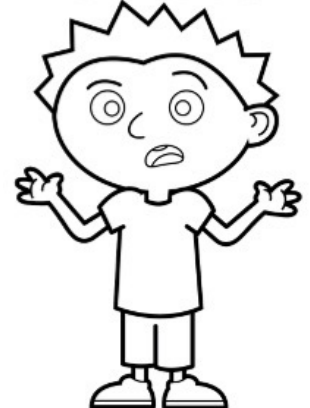
Nervous



Scared



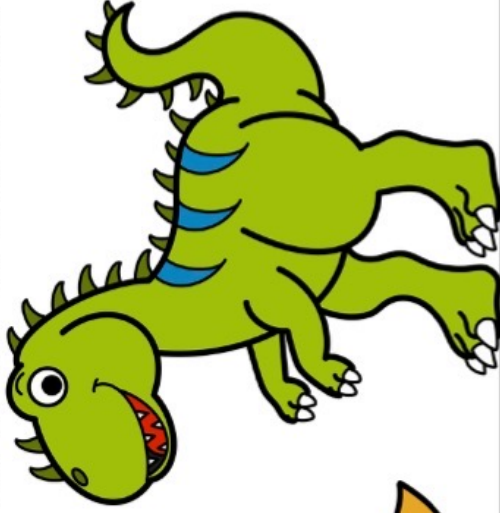
Excited



Confused

WOULD YOU RATHER

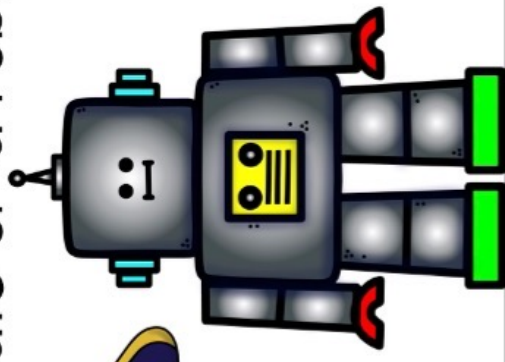
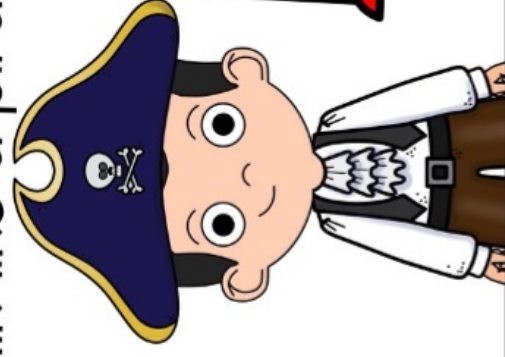
be a superhero or a dinosaur?



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WOULD YOU RATHER

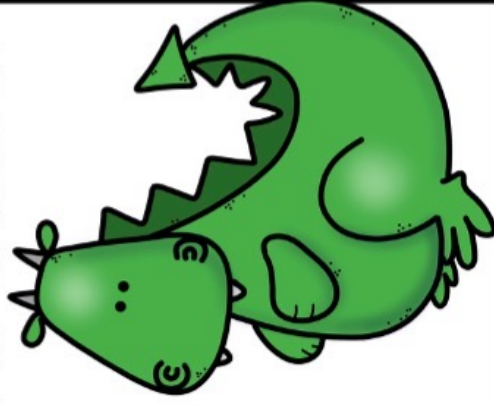
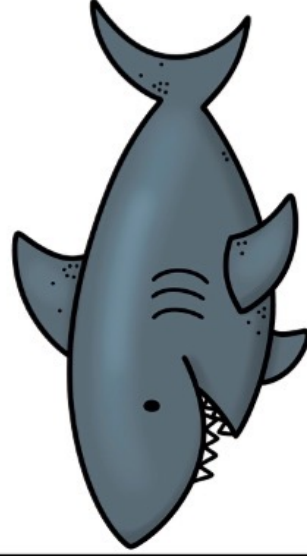
talk like a pirate or a robot?



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WOULD YOU RATHER

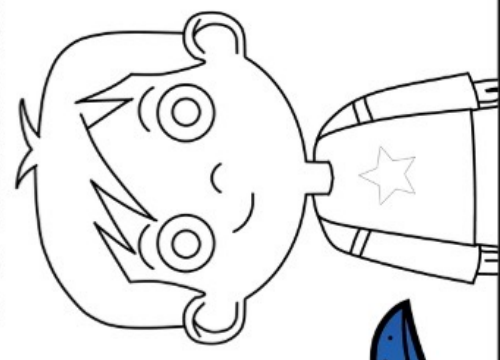
have a pet dragon or a shark?



© Music City Counselor

WOULD YOU RATHER

be able to fly or be invisible?



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WOULD YOU RATHER

eat pizza or tacos every day?



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WOULD YOU RATHER

eat ice cream or candy?



WOULD YOU RATHER

be super strong or super smart?



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WOULD YOU RATHER

go to the beach or the mountains?



© Music City Counselor

WOULD YOU RATHER

play baseball or soccer?



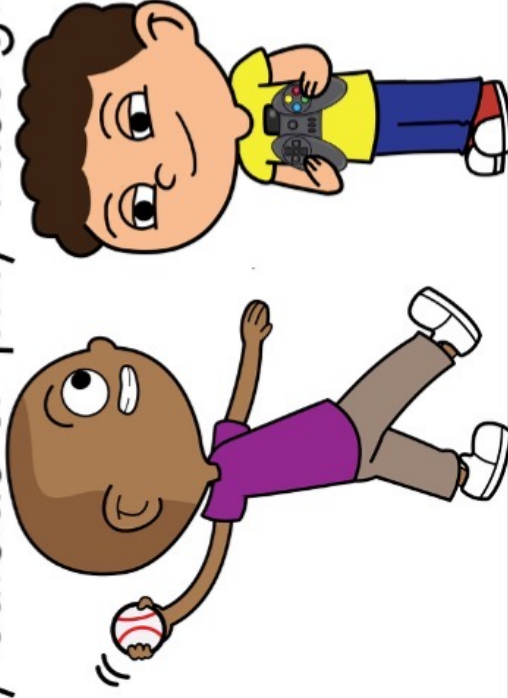
WOULD YOU RATHER

be really cold or really hot?



WOULD YOU RATHER

play outside or play video games?



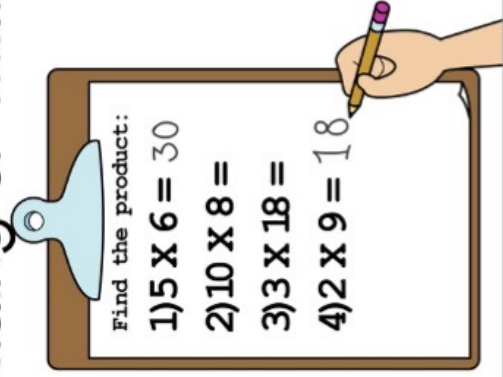
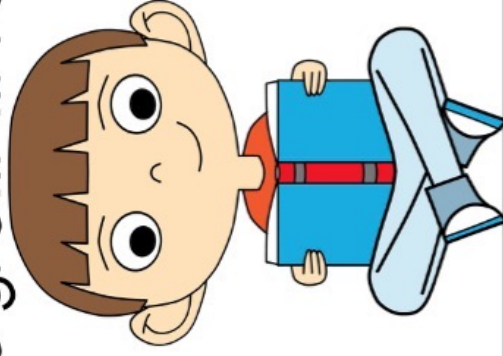
WOULD YOU RATHER

have a dog or have a cat?



WOULD YOU RATHER

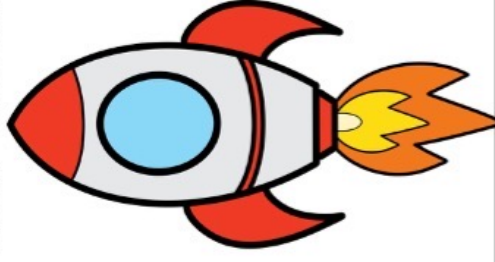
be great at reading or math?



© Music City Counselor

WOULD YOU RATHER

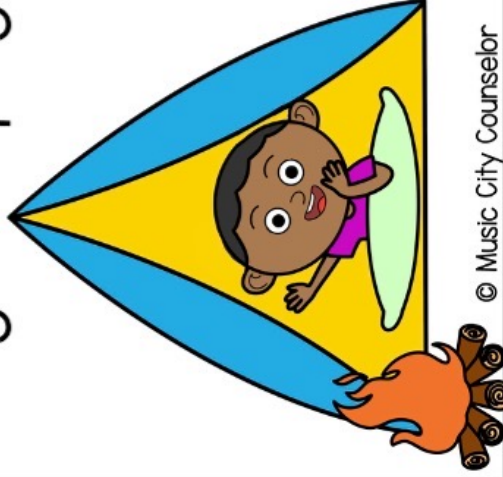
be an artist or an astronaut?



© Music City Counselor

WOULD YOU RATHER

go camping or surfing?



© Music City Counselor

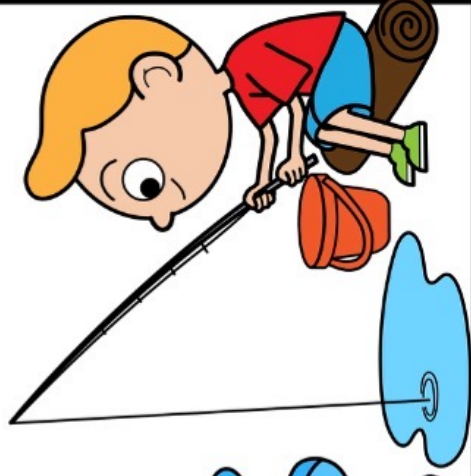


WOULD YOU RATHER

go swimming or fishing?

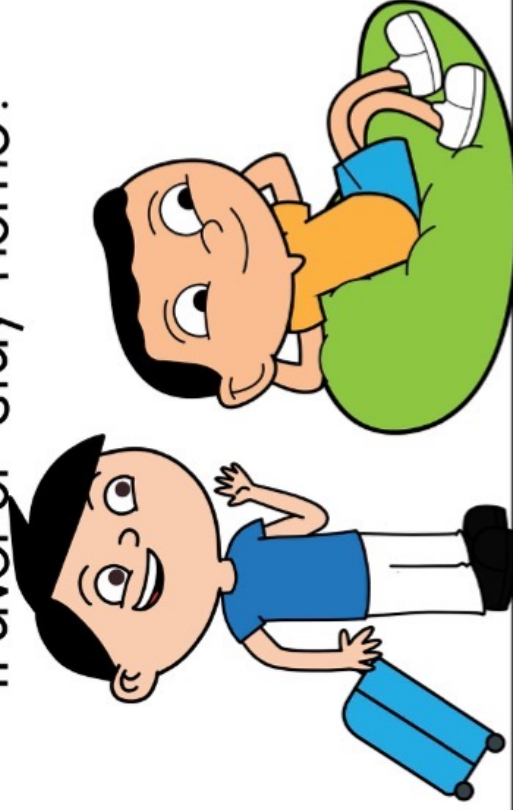


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WOULD YOU RATHER

travel or stay home?



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WOULD YOU RATHER

ride the bus or walk to school?



© Music City Counselor

WOULD YOU RATHER

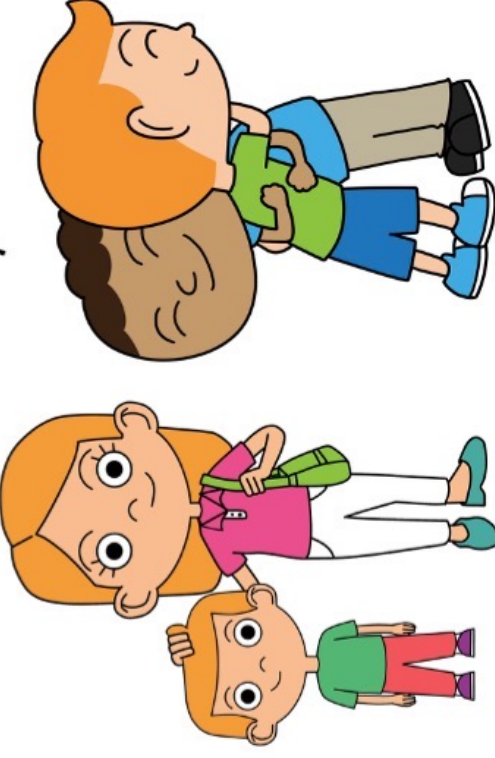
clean your room or take a test?



© Music City Counselor

WOULD YOU RATHER

spend time with family or friends?



© Music City Counselor

Name: _____

LEVEL UP! BOYS GROUP

PRE-SURVEY

Yes



Maybe



Not yet



























I can identify and understand my feelings.			
I can cope with my feelings.			
I can control my thoughts, feelings, and behavior.			
I can be a peaceful problem-solver.			
I can make good choices.			
I can make and keep friends.			
I can express my feelings and needs with an I-Message.			
I love and believe in myself.			

Name: _____

LEVEL UP! BOYS GROUP PRE-SURVEY

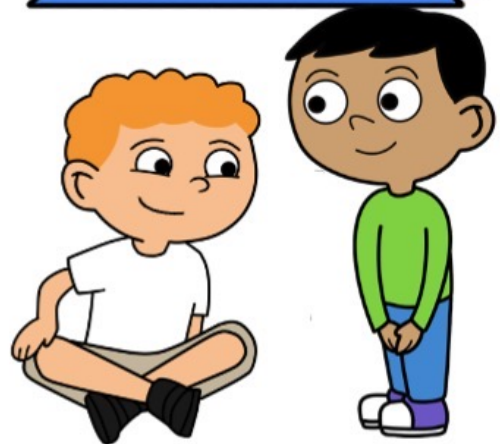


I can identify and understand my feelings.			
I can cope with my feelings.			
I can control my thoughts, feelings, and behavior.			
I can be a peaceful problem-solver.			
I can make good choices.			
I can make and keep friends.			
I can express my feelings and needs with an I-Message.			
I love and believe in myself.			

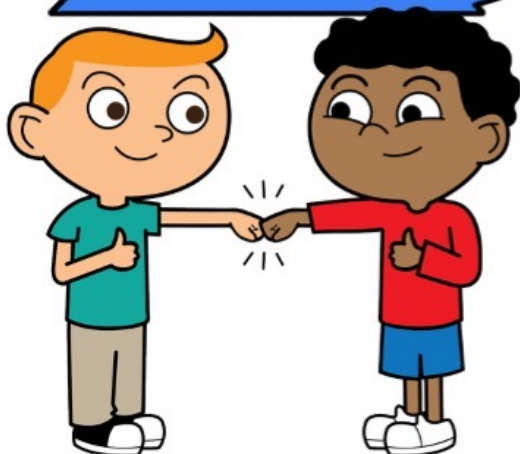
LEVEL UP! GROUP RULES



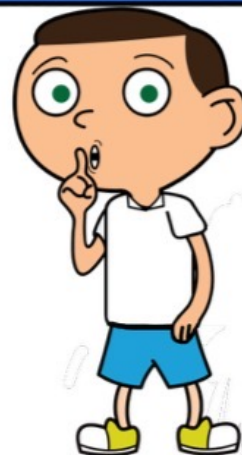
We listen and pay attention to each other.



We take turns speaking and sharing.



We are respectful.
We disagree peacefully.



We respect confidentiality.

CONFIDENTIALITY AGREEMENT

WHAT YOU SAY IN HERE,
STAYS IN HERE. UNLESS:

SOMEONE IS HURTING YOU

YOU ARE HURTING
SOMEONE ELSE

YOU ARE HURTING
YOURSELF

YOU GIVE ME PERMISSION
TO SHARE



IN THIS GROUP WE'LL LEARN



SESSION 2:

Level Up Our Feelings



SESSION 2: Level Up Our Feelings . . .

SESSION GOALS:

- Students will learn to identify 9 different feelings: happiness, anger, excitement, surprise, frustration, fear, nervousness, sadness, and pride.
- Students will explore how they would feel in relatable hypothetical situations.
- Students will reflect on how they are feeling today.
- Students will share their experiences with different feelings with the group.

ASCA ALIGNMENT:

- **M1:** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 2:** Self-discipline and self-control.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment.

MATERIALS NEEDED:

- Group folders
- Each students' player profile + 1 feelings badge per student
- "Take An Emotions Road Trip" poster
- 9 feelings cards (cut-out)
- Emotions Road Trip mat
- 9 emotions cars (cut-out)
- 24 scenario cards (cut-out)
- 1 "Emotions Road Trip" coloring page per student OR 1 worksheet per student
- Pencils
- Crayons or markers
- Glue stick

DIRECTIONS:

- **Before students come to group:**
 - Print and cut out the 9 emotions cards, "Emotions Road Trip" mat, 9 emotions cars, and 24 scenario cards
 - Print 1 "Emotions Road Trip" coloring page per student (lower elem.) OR 1 emotions worksheet per student (upper elem.)
- Explain that today we will **"Level Up" our ability to identify and understand our feelings.** We will take an **"Emotions Road Trip"** together!
- You may choose to start each session with a **feelings check-in.** Ask students to share or point to how they're feeling on the **"How Are You Feeling?" poster.** Gauge their feelings about group, how their day is going, their mood, etc.
- Start by sharing the **"Take An Emotions Road Trip" poster** with students. Talk through each feeling – what does the car's facial expression look like, and which clues do you see that show how he/she is feeling?
- The 9 emotions cards are a "bonus" resource that you can use at any time to generate a discussion about feelings, check in with students, etc.
- Place the **"Emotions Road Trip" mat** in the center of the table, lay out the 9 emotions cars so students can see each one, and place the 24 scenario cards face down in a pile.
- Explain that to go on our "Emotions Road Trip," we will take turns choosing a scenario card, reading it aloud to the group, and imagining how we would feel in that situation. Then, we will grab the 1 or 2 cars that show how we would feel in that situation and place them on the road, as shown in the sample on the next page.
- Play the game until the 24 cards run out, or you run out of time. As students read their scenario card and identify their feelings, generate a discussion around it and ask students why they would feel that way, if something similar has ever happened to them before, etc.
- If there is time at the end, you may choose between the **"Emotions Road Trip" coloring page** (lower elementary) and the **emotions worksheets** (upper elementary). On the coloring page, students color the cars that show how they're feeling today. On the worksheets, give each student a different emotion. Students dive deep into their feeling by writing/answering the questions and then share their thoughts on their feeling with the group.
- Give each student their **"Identifying Feelings Badge"** and ask them to glue it onto their player profile.
- **Close** by sharing that next week we will pretend to be ninjas and Level Up our coping skills.

SAMPLE EMOTIONS ROAD TRIP GAME



TAKE AN EMOTIONS ROAD TRIP



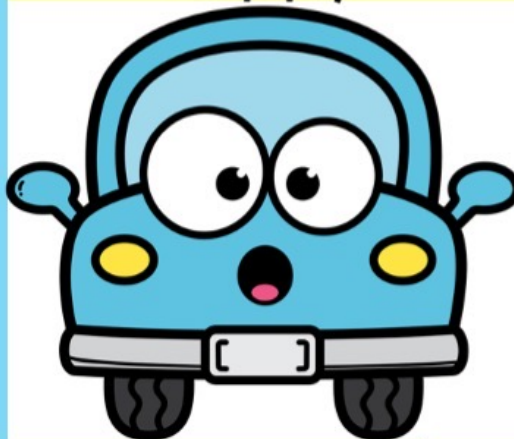
Happy



Angry



Excited



Surprised



Frustrated



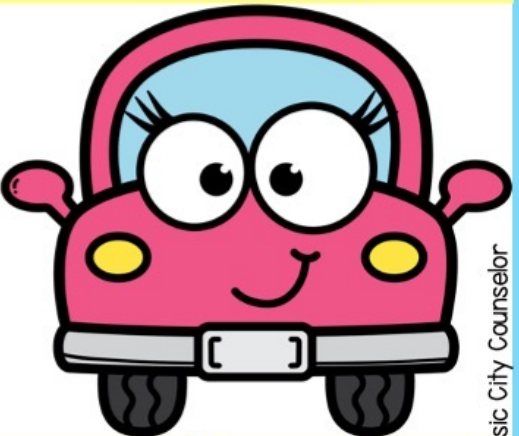
Scared



Nervous

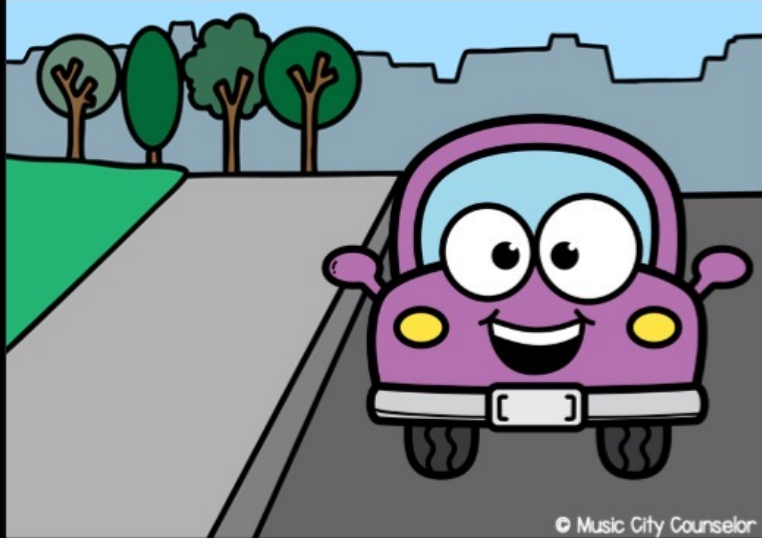


Sad



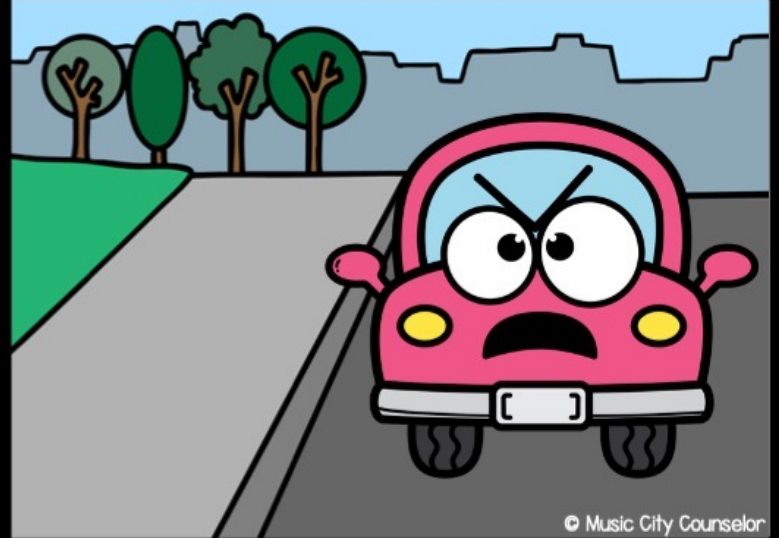
Proud

HAPPY



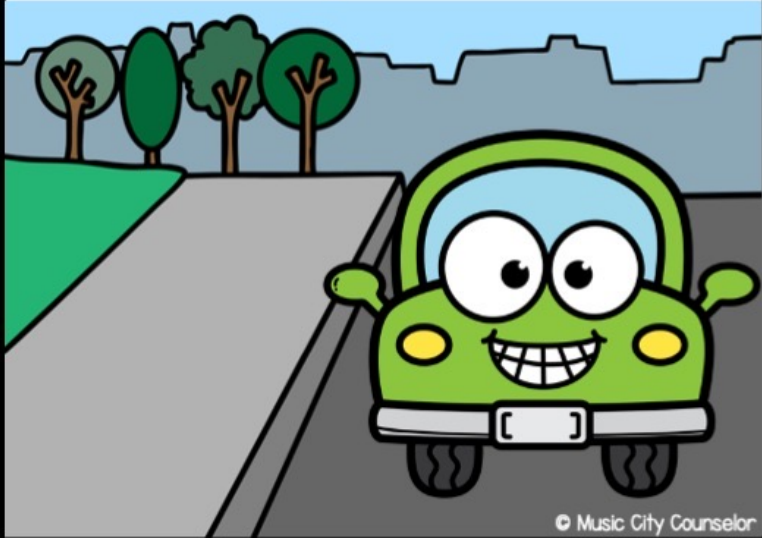
© Music City Counselor

ANGRY



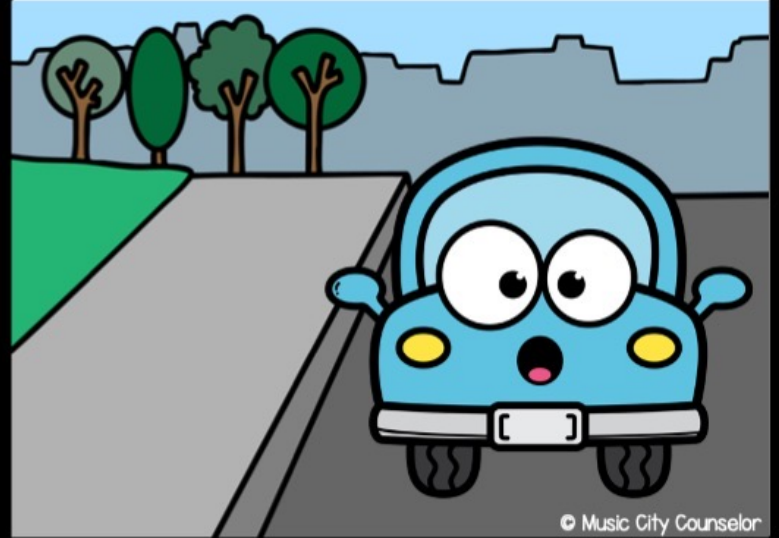
© Music City Counselor

EXCITED



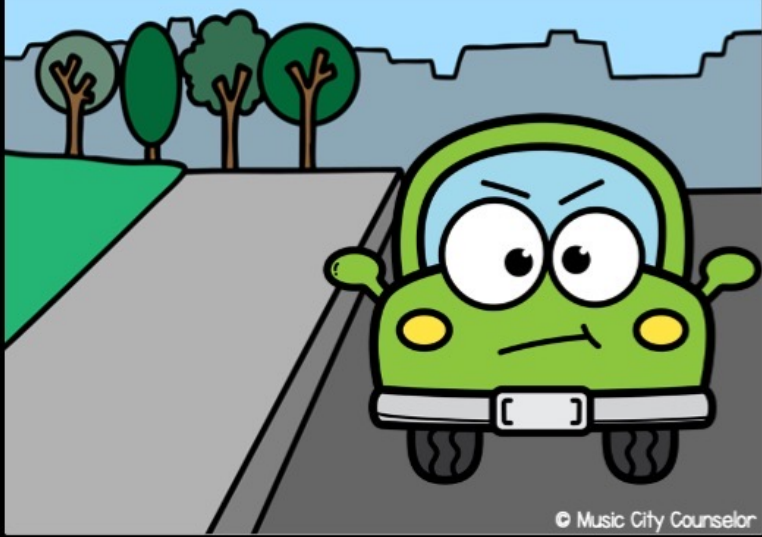
© Music City Counselor

SURPRISED



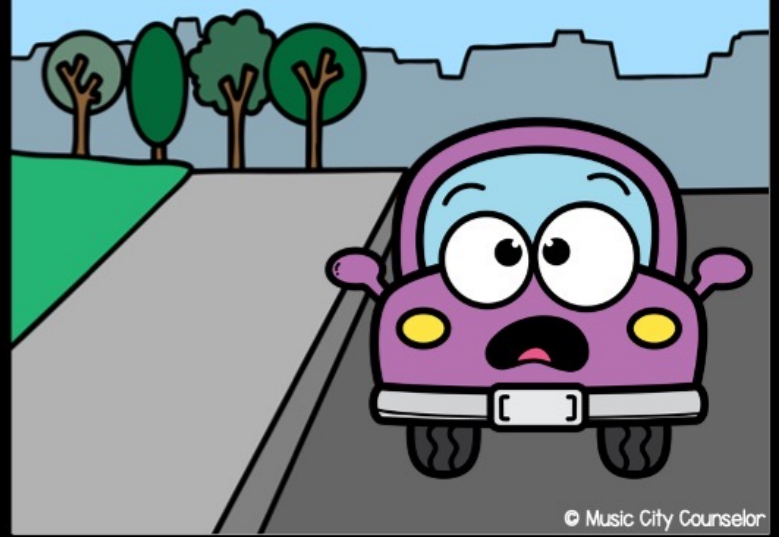
© Music City Counselor

FRUSTRATED



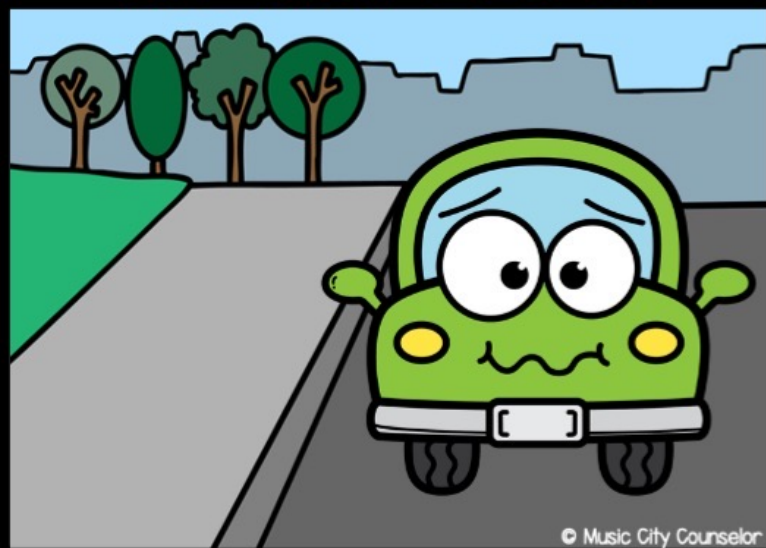
© Music City Counselor

SCARED

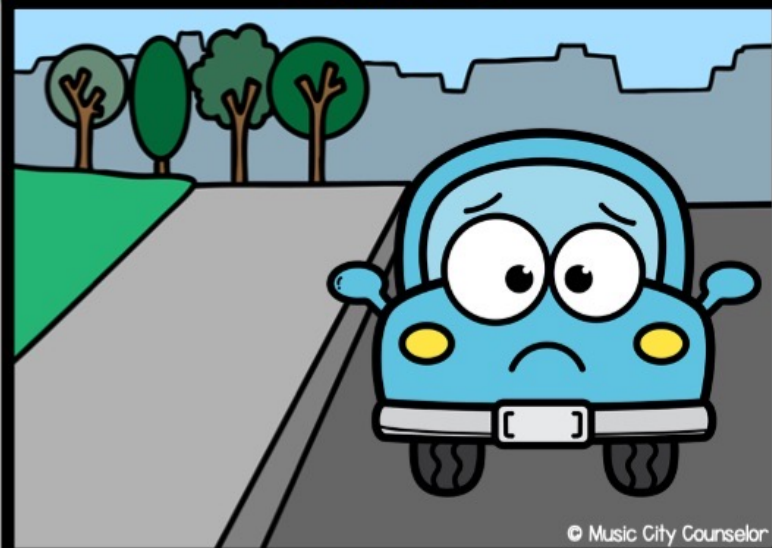


© Music City Counselor

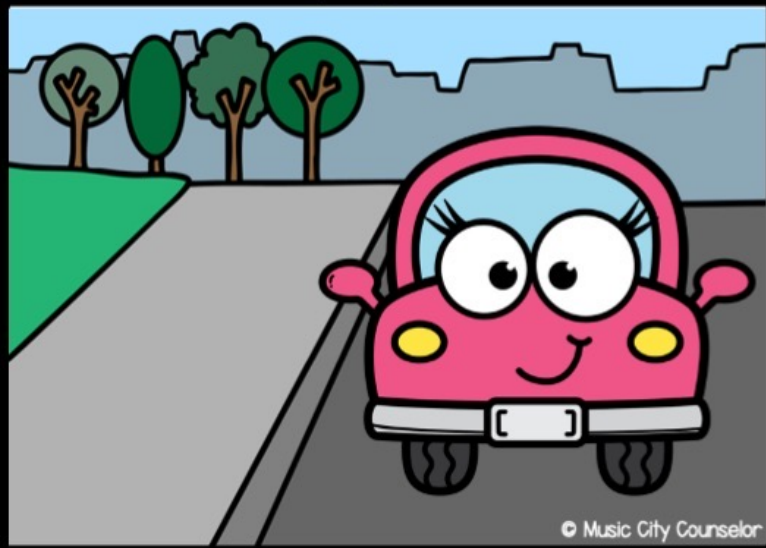
NERVOUS

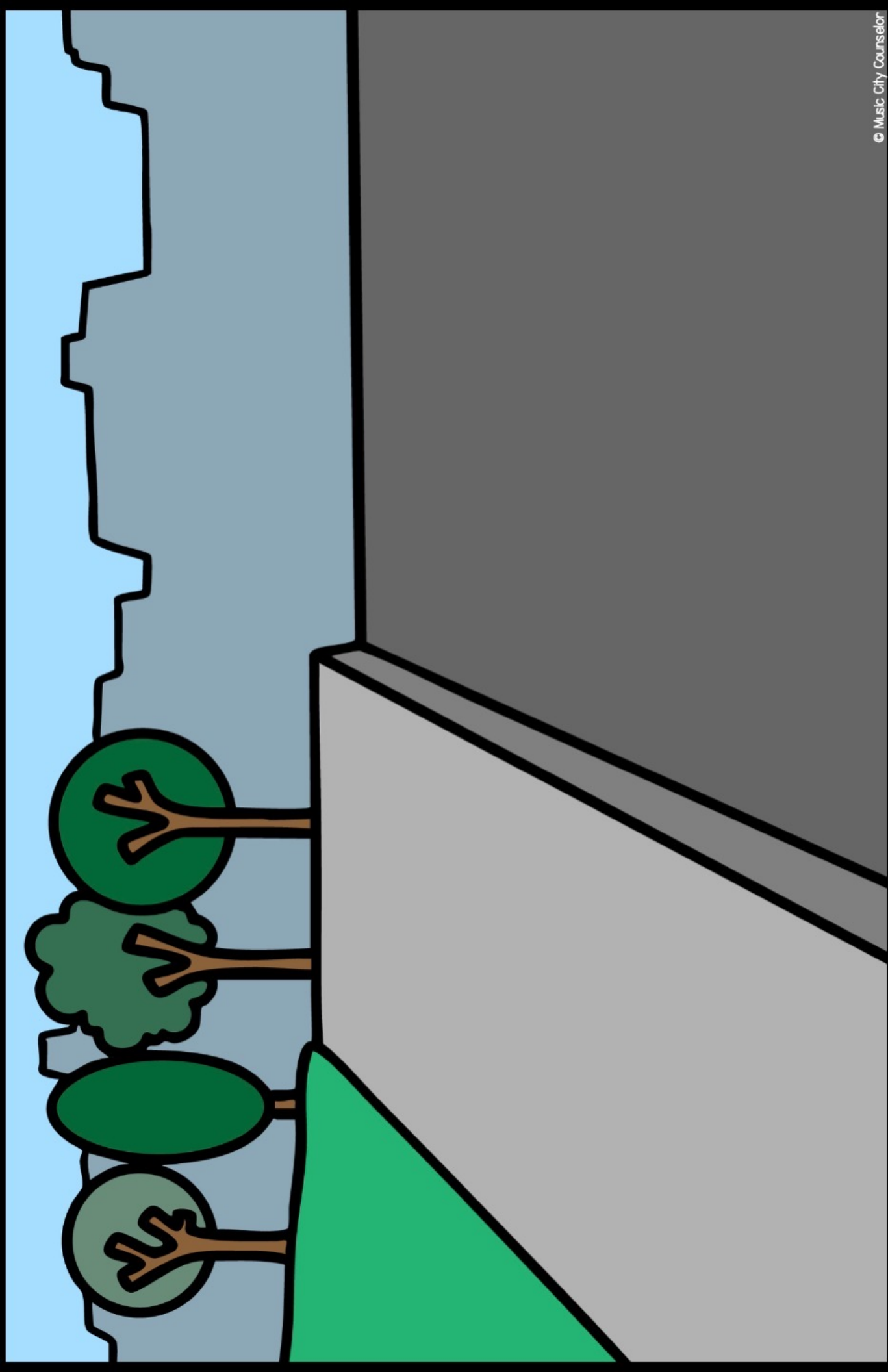


SAD



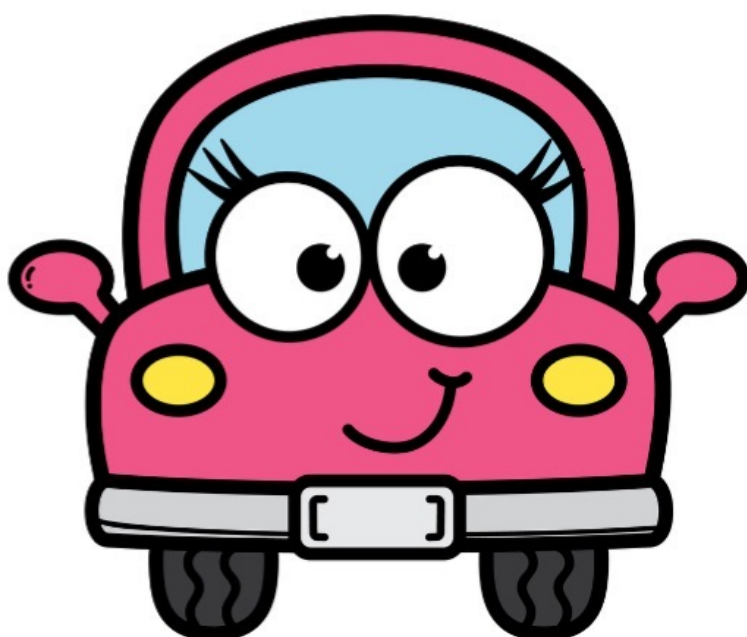
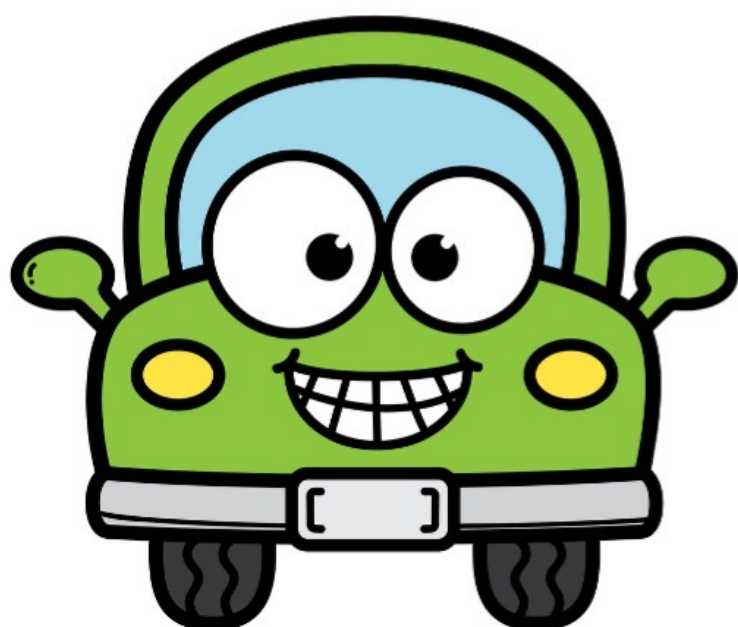
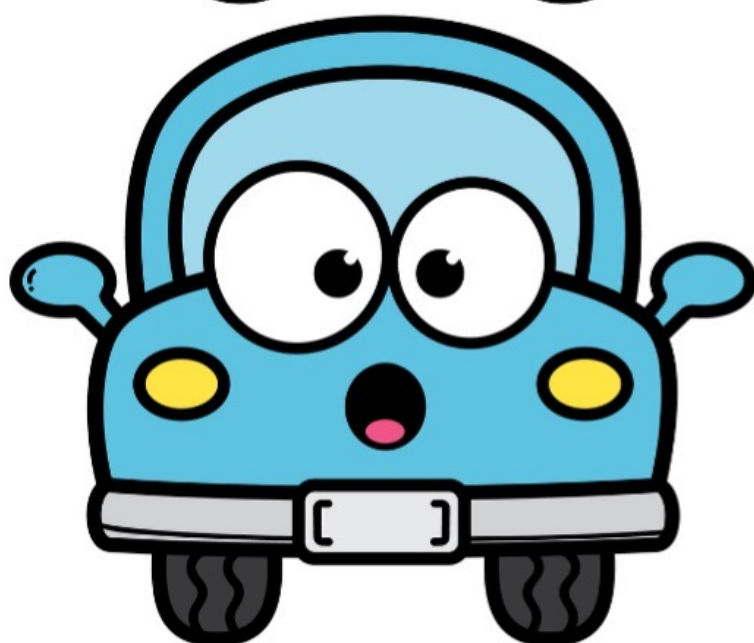
PROUD

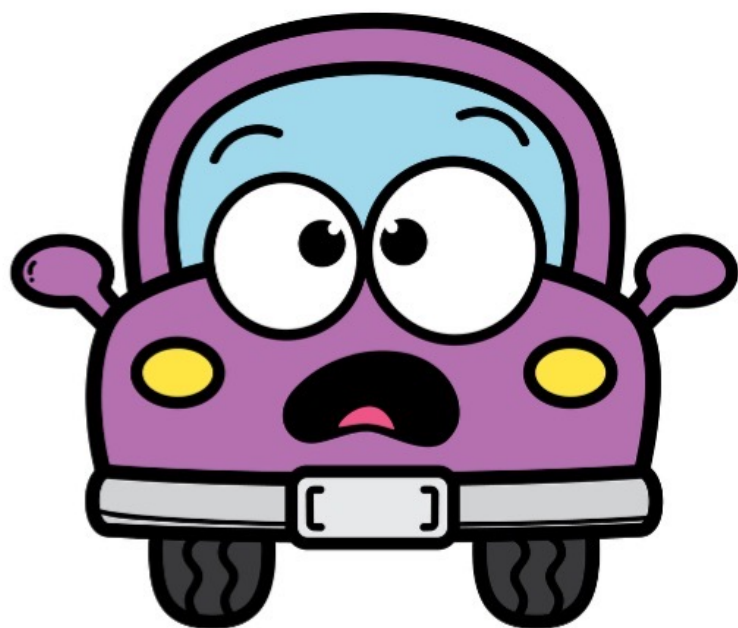




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EMOTIONS ROAD TRIP





EMOTIONS ROAD TRIP

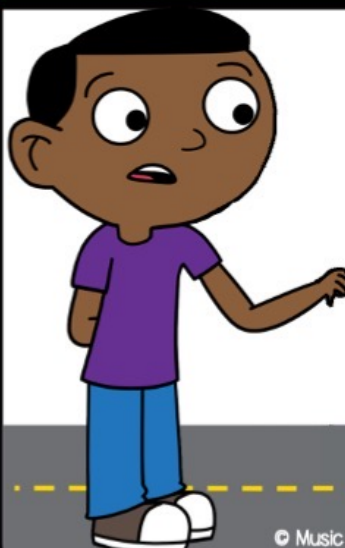


A new friend
introduced
himself to you
at recess today.



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EMOTIONS ROAD TRIP



You cheered
up a friend
who was
feeling sad.



© Music City Counselor

EMOTIONS ROAD TRIP



Mario
hugged you
when you
won the game.



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EMOTIONS ROAD TRIP



Mariam gave
you a gift.



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EMOTIONS ROAD TRIP



Juan gave you
a high five.



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EMOTIONS ROAD TRIP



Martin asked
you to play.



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EMOTIONS ROAD TRIP



John left
you out of
the game.



© Music City Counselor

EMOTIONS ROAD TRIP

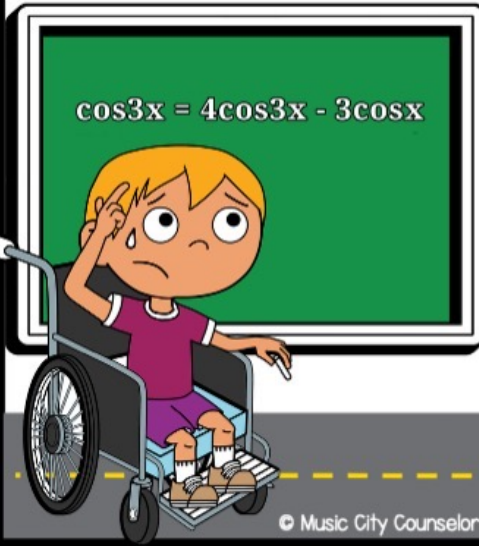


You forgot your
snack, so Jesse
shared his chips
with you.



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EMOTIONS ROAD TRIP



You didn't
know the
answer in
math class.



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EMOTIONS ROAD TRIP



Cam helped
you carry
the box.



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EMOTIONS ROAD TRIP



Daniel called
you mean
names on the
bus.



© Music City Counselor

EMOTIONS ROAD TRIP

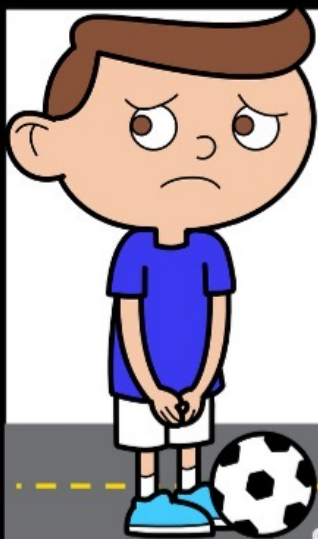


You have to
take a big test.



© Music City Counselor

EMOTIONS ROAD TRIP

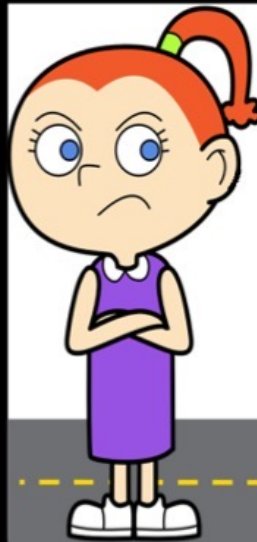


You lost the
championship
soccer game.



© Music City Counselor

EMOTIONS ROAD TRIP

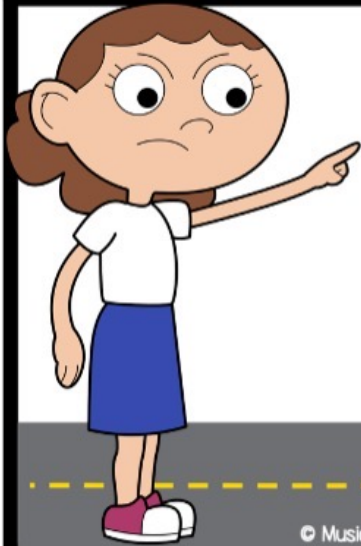


Scarlett skipped
you in the lunch
line.



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EMOTIONS ROAD TRIP



Your mom
yelled at you.



© Music City Counselor

EMOTIONS ROAD TRIP



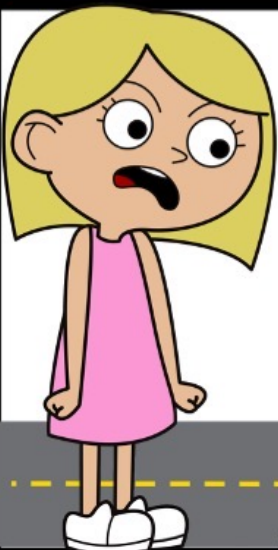
$$2+2=5$$

You got
the
answer
wrong.



© Music City Counselor

EMOTIONS ROAD TRIP



Your neighbor
said you couldn't
play with her.



© Music City Counselor

EMOTIONS ROAD TRIP

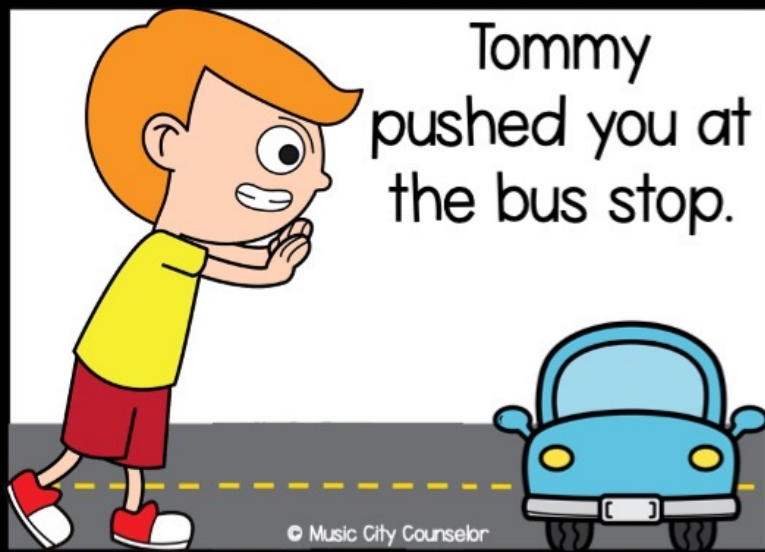


You left your
homework at
home.



© Music City Counselor

EMOTIONS ROAD TRIP



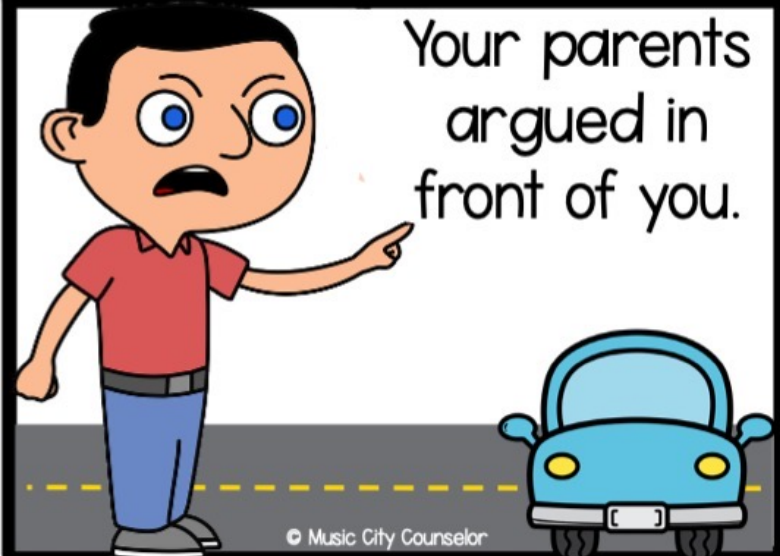
EMOTIONS ROAD TRIP



EMOTIONS ROAD TRIP



EMOTIONS ROAD TRIP



EMOTIONS ROAD TRIP



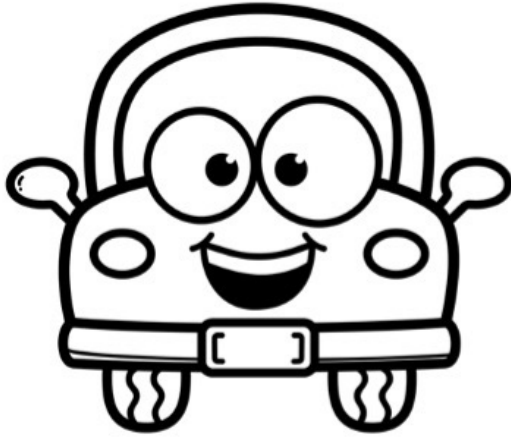
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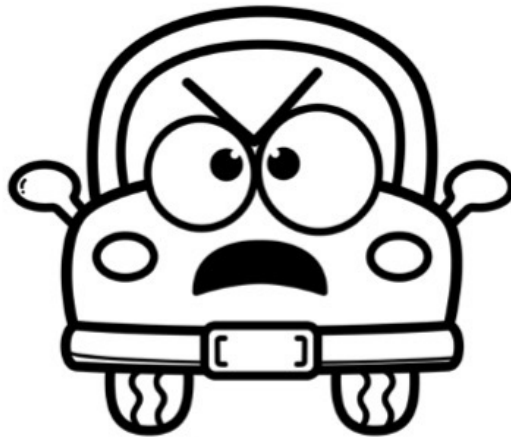
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EMOTIONS ROAD TRIP

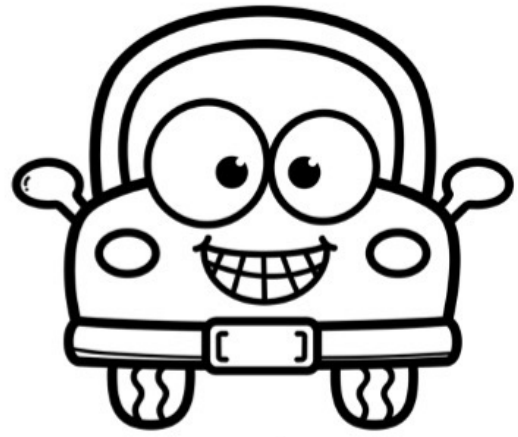
Color the cars that show how you're feeling today.



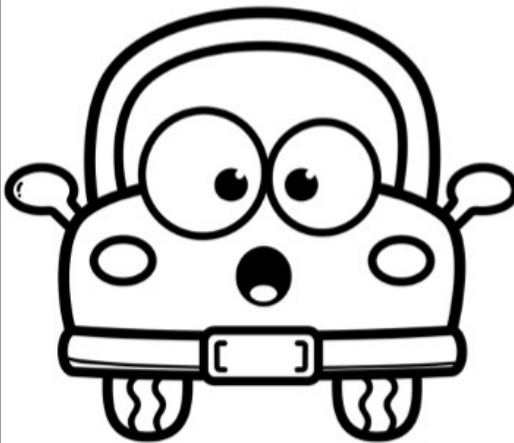
Happy



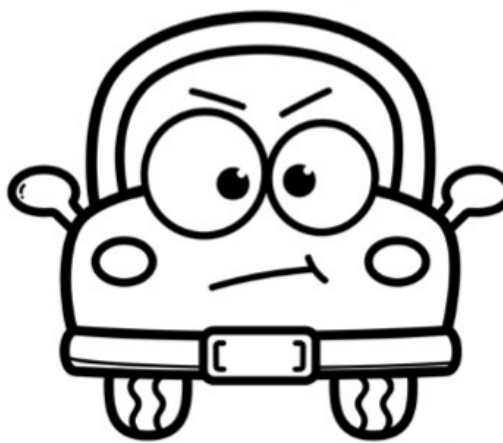
Angry



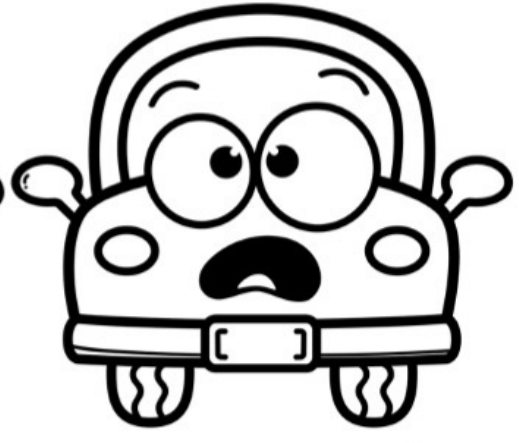
Excited



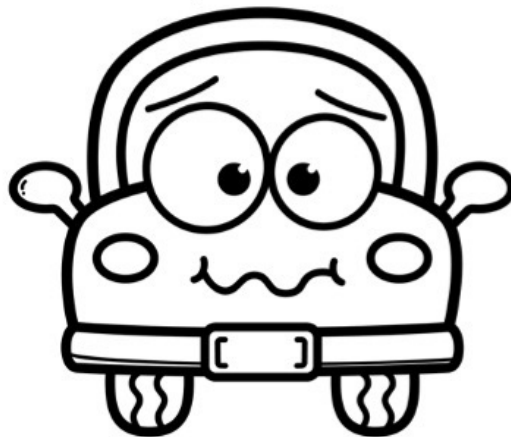
Surprised



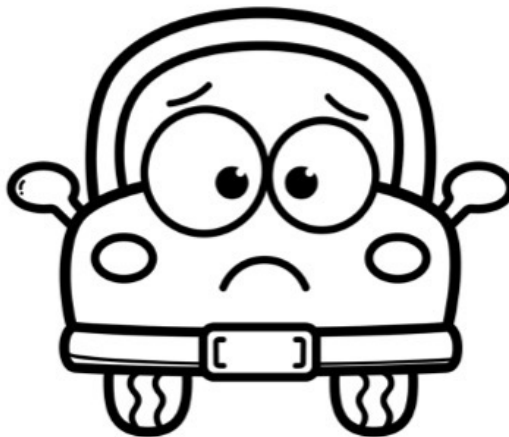
Frustrated



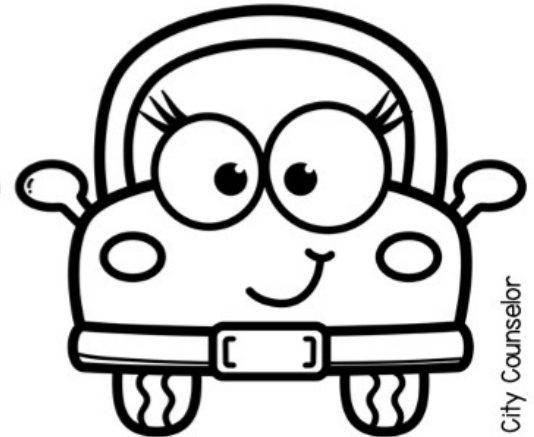
Scared



Nervous



Sad

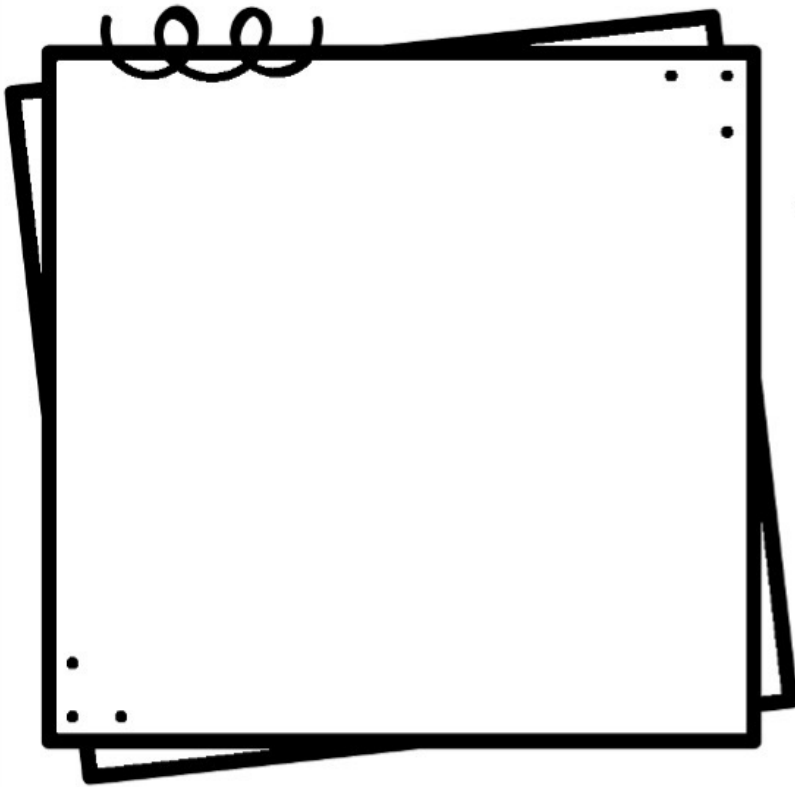
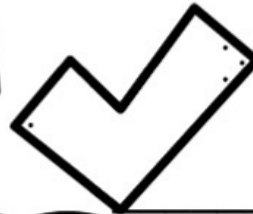
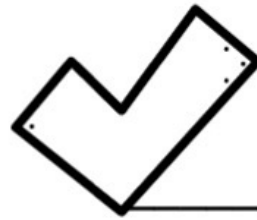
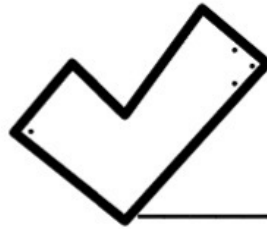


Proud

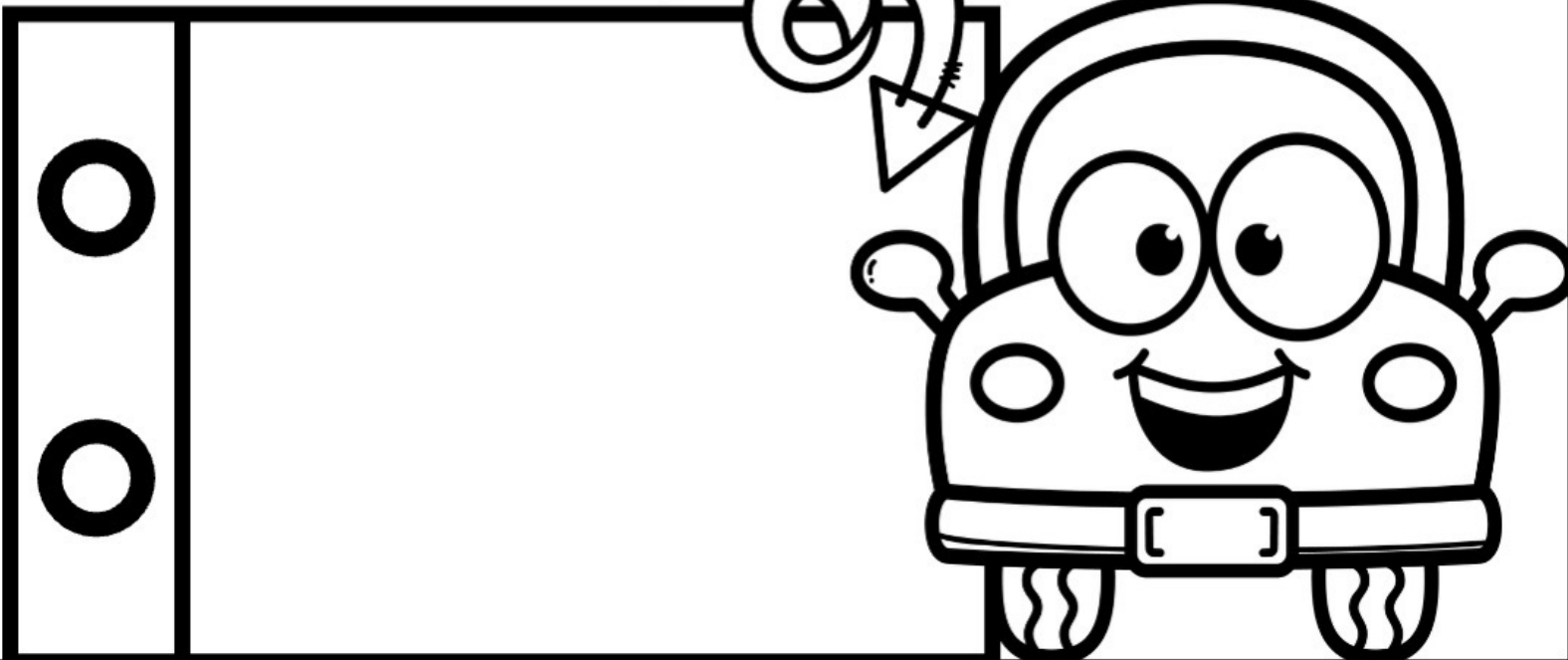
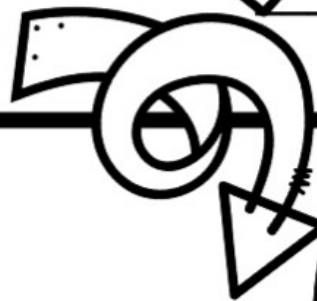
Name: _____

HAPPY

Happiness looks like:

3 things that
make me happy are:

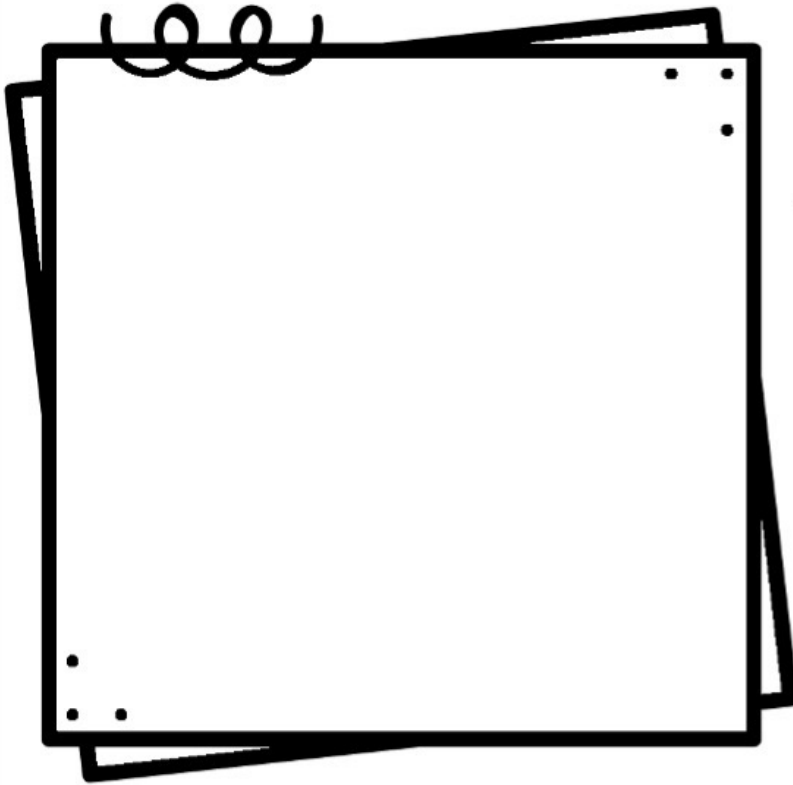
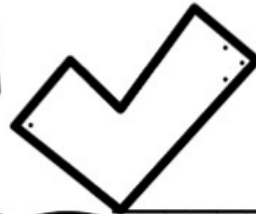
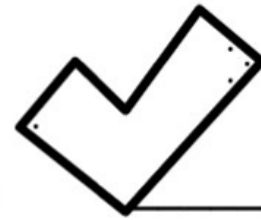
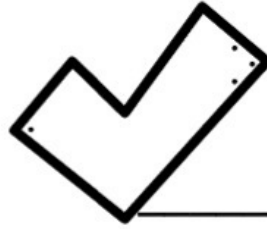
Happiness feels like:



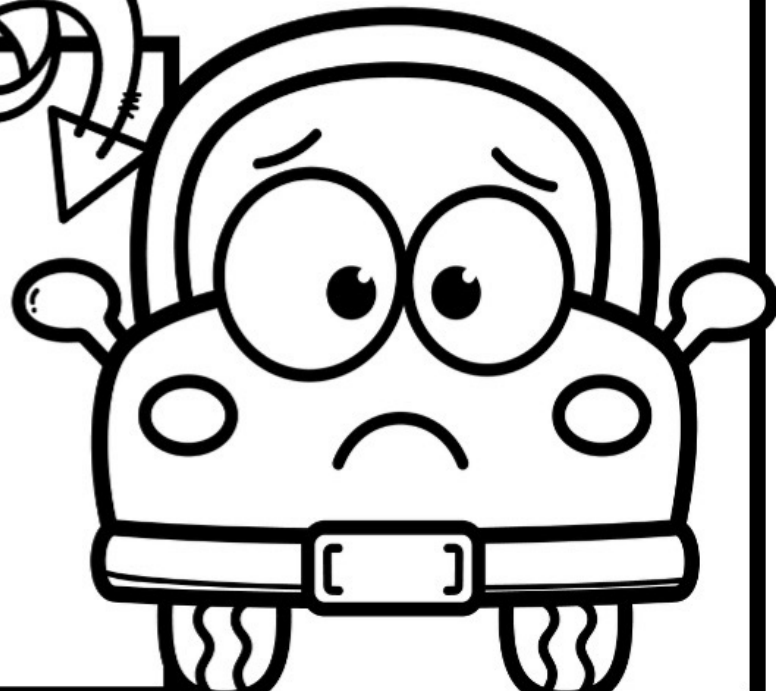
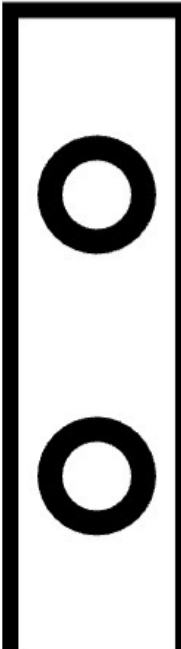
Name: _____

SAD

Sadness looks like:

3 things that
make me sad are:

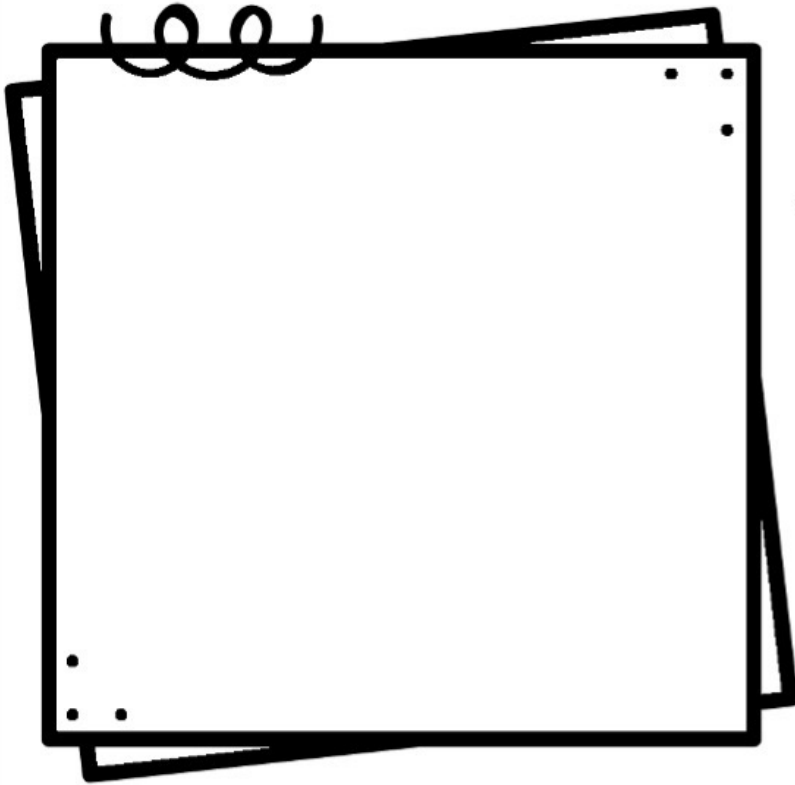
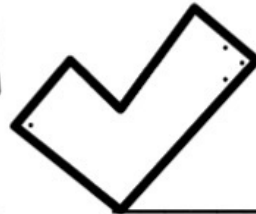
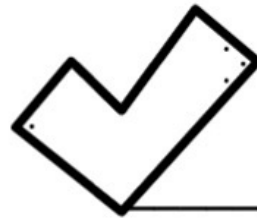
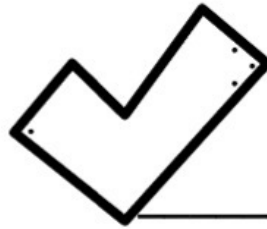
Sadness feels like:



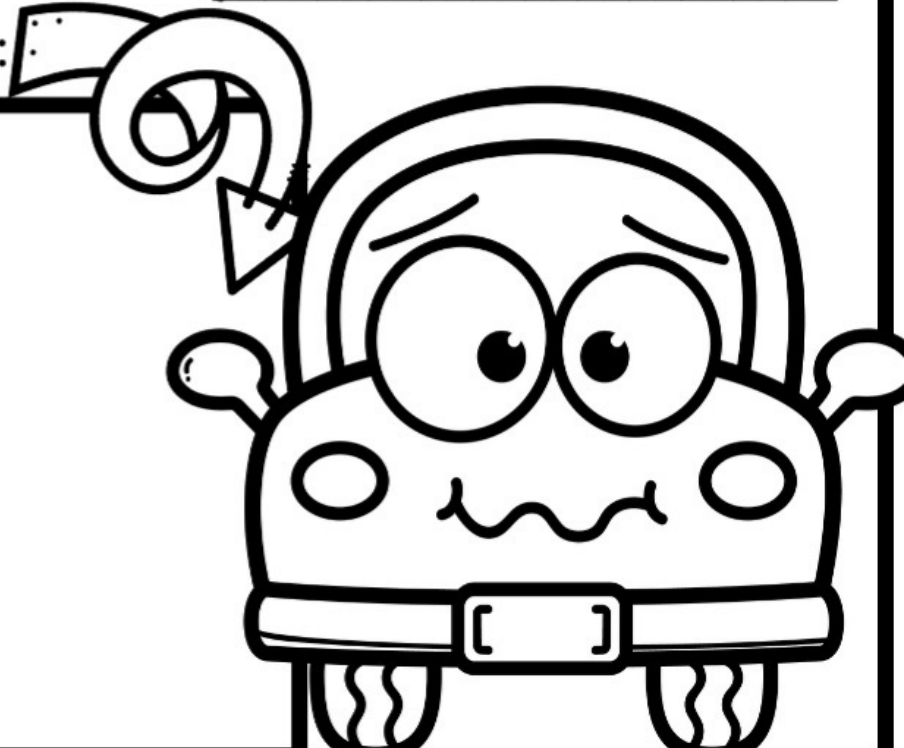
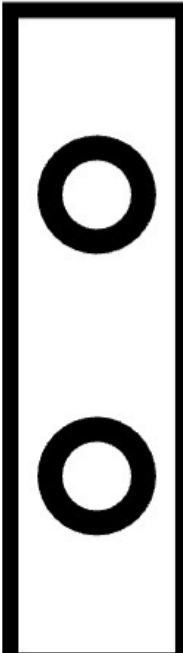
Name: _____

NERVOUS

Nervousness looks like:

3 things that
make me nervous are:

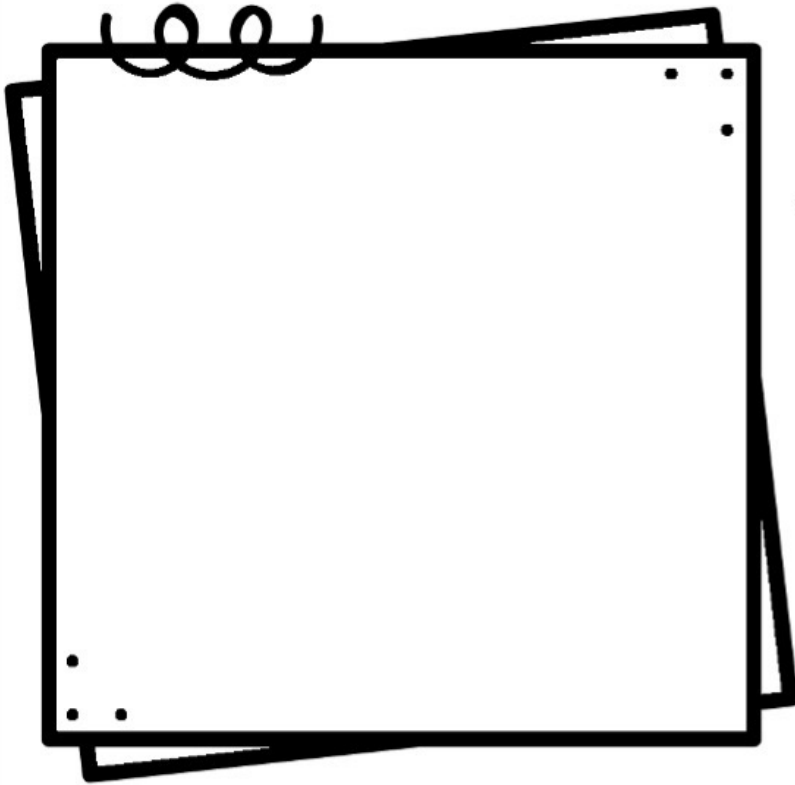
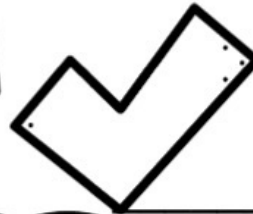
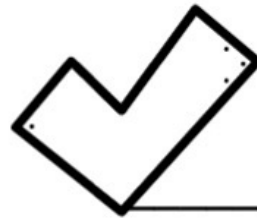
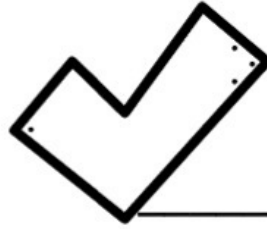
Nervousness feels like:



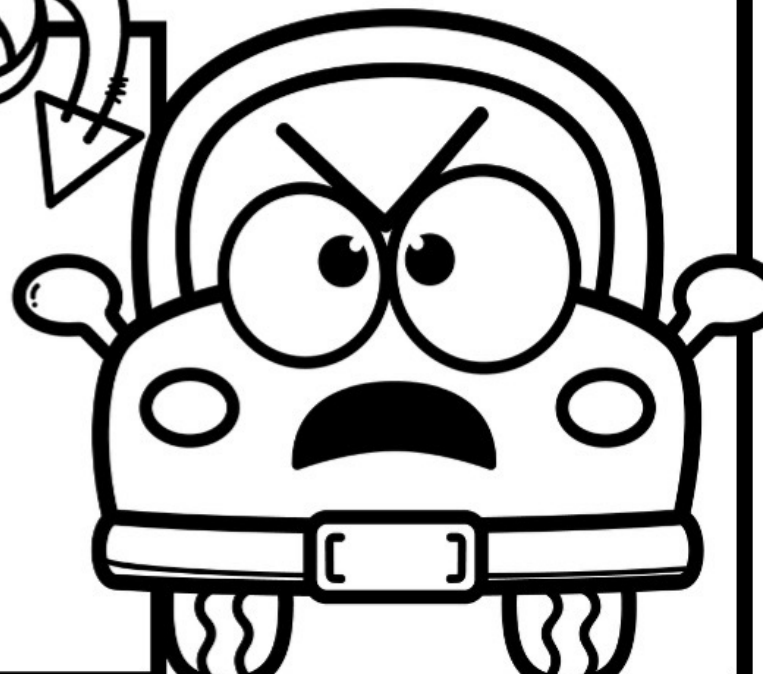
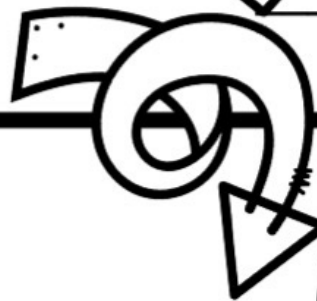
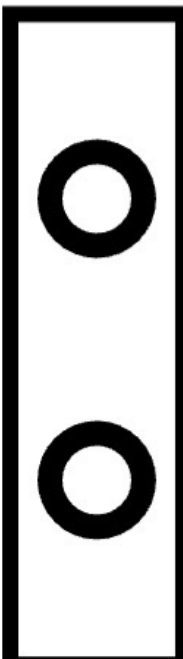
Name: _____

ANGRY

Anger looks like:

3 things that
make me angry are:

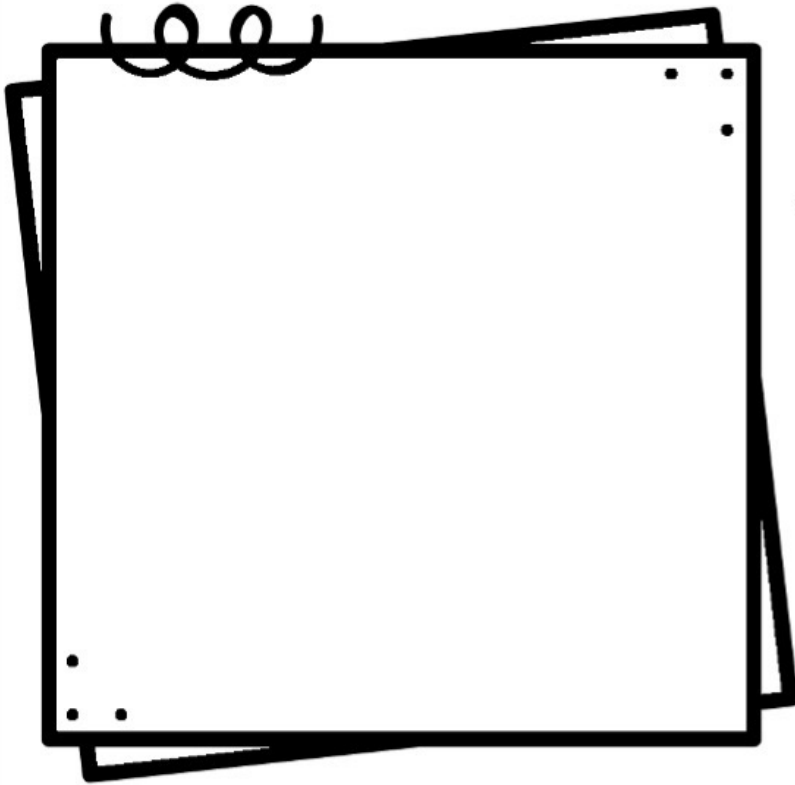
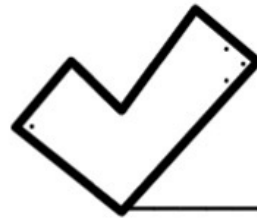
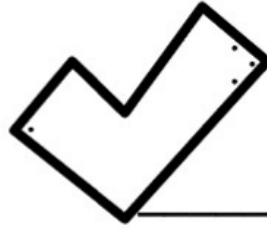
Anger feels like:



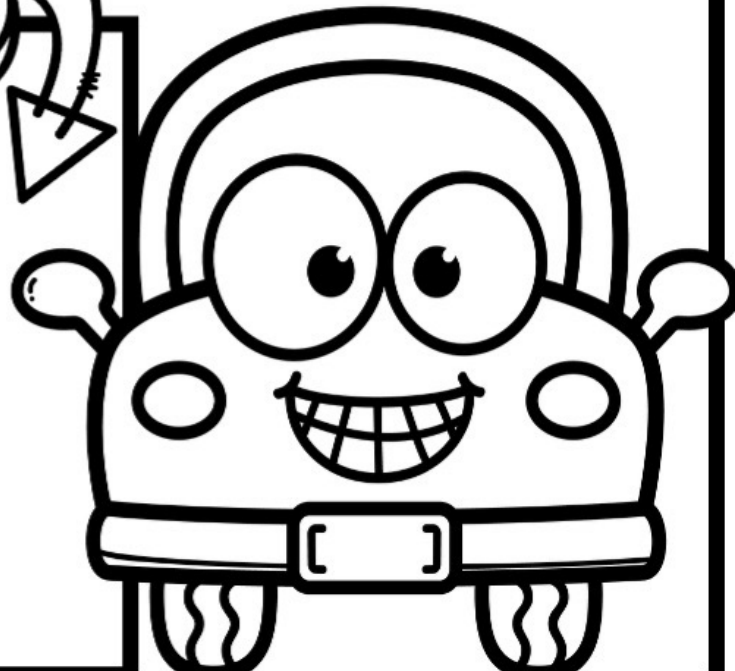
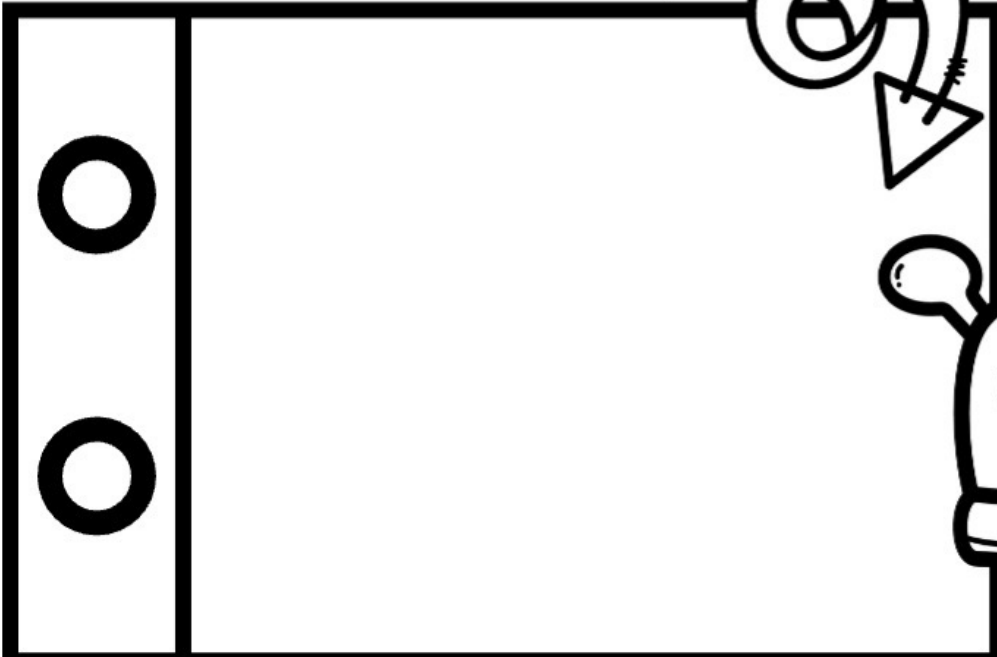
Name: _____

EXCITED

Excitement looks like:

3 things that
make me excited are:

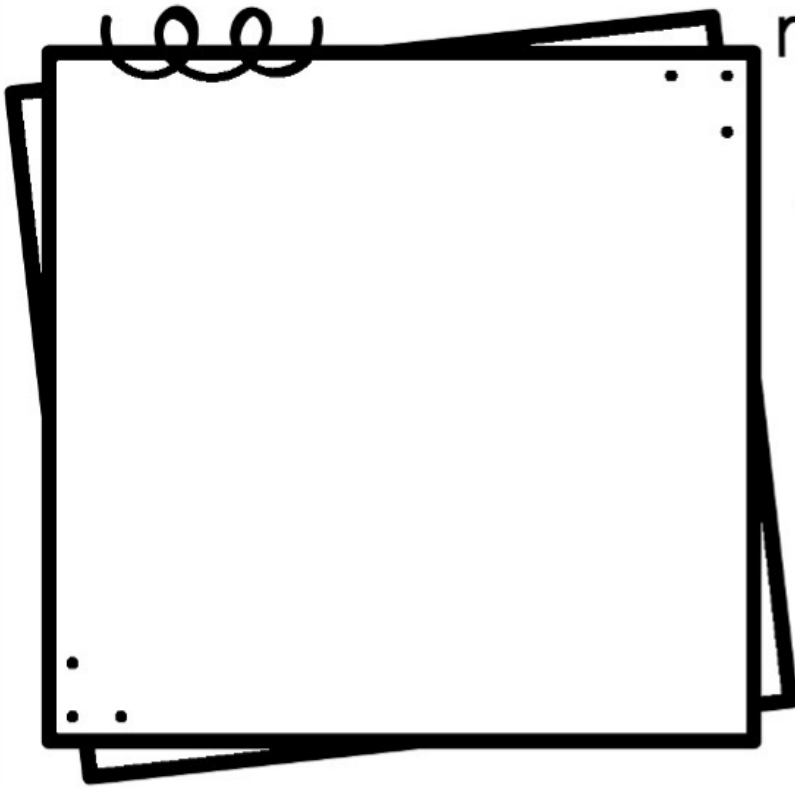
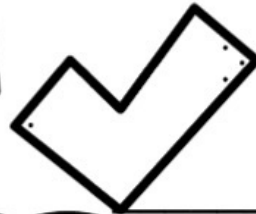
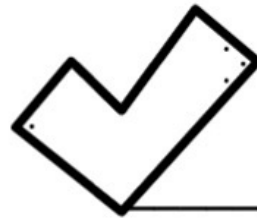
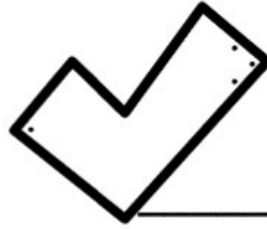
Excitement feels like:



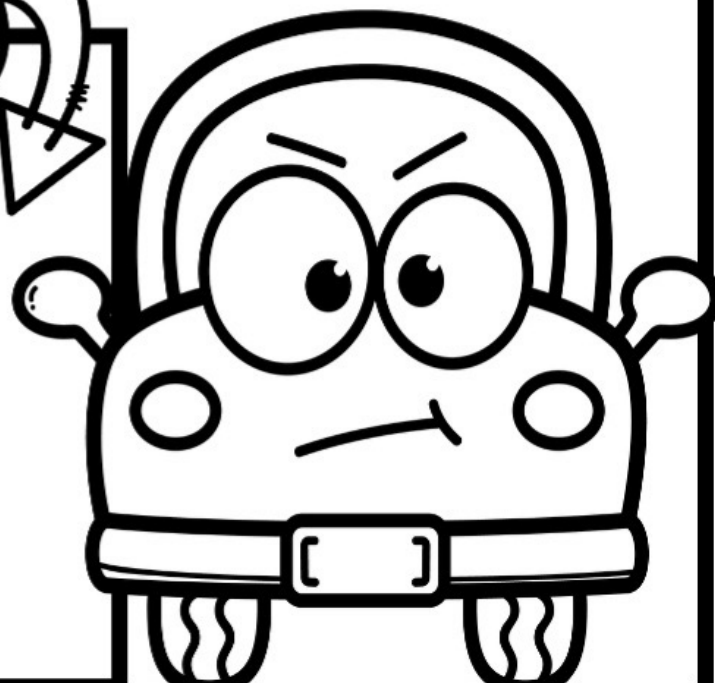
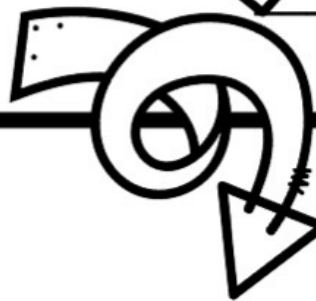
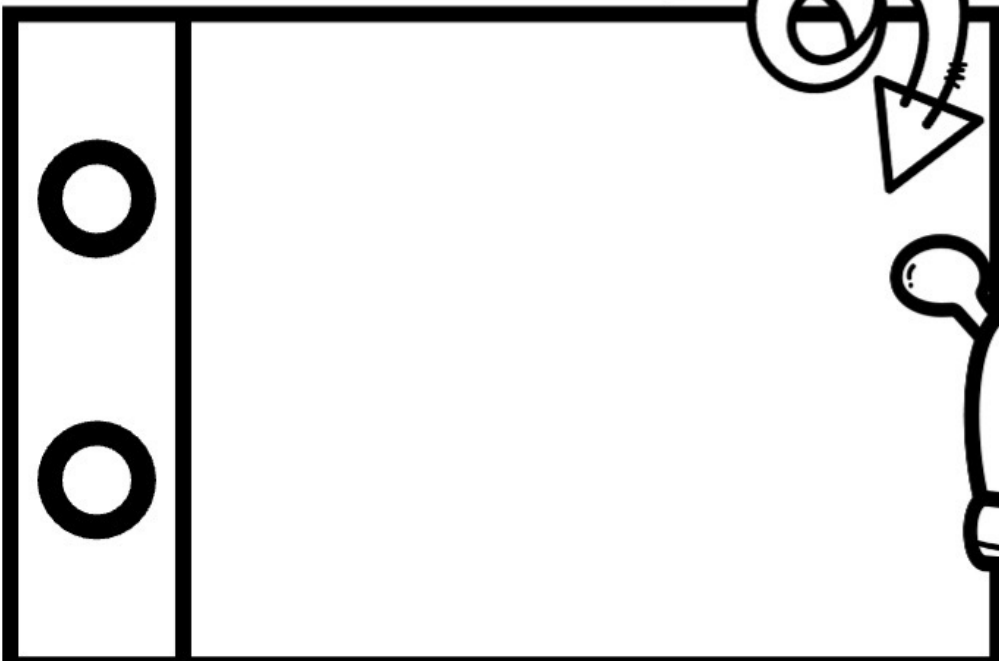
Name: _____

FRUSTRATED

Frustration looks like:

3 things that
make me frustrated are:

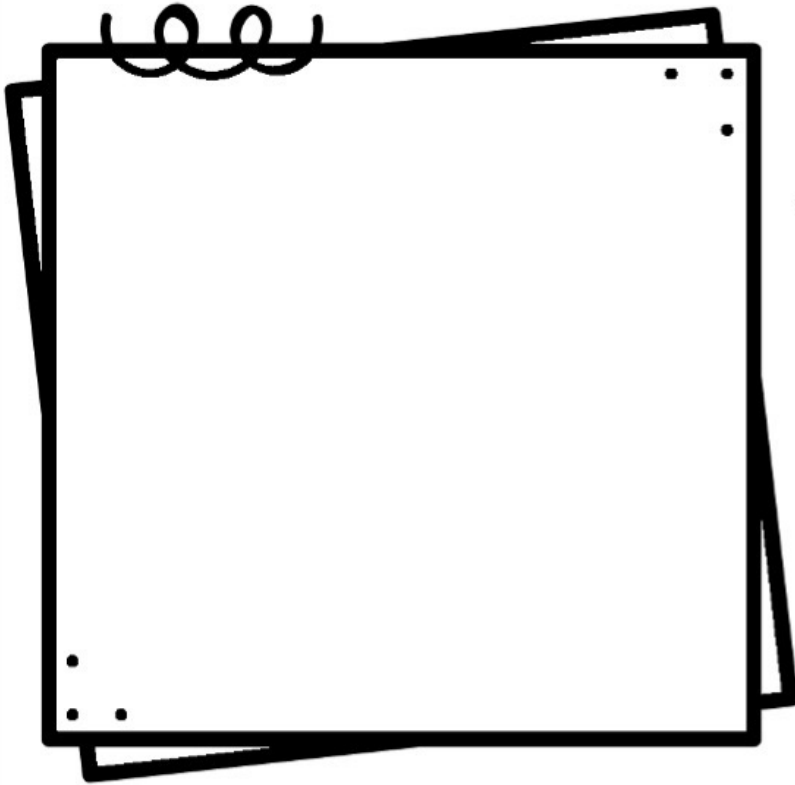
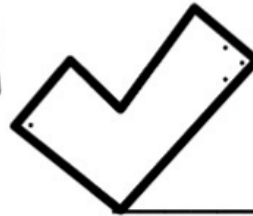
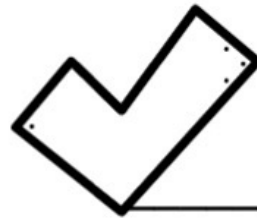
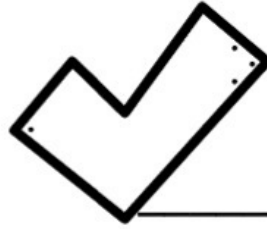
Frustration feels like:



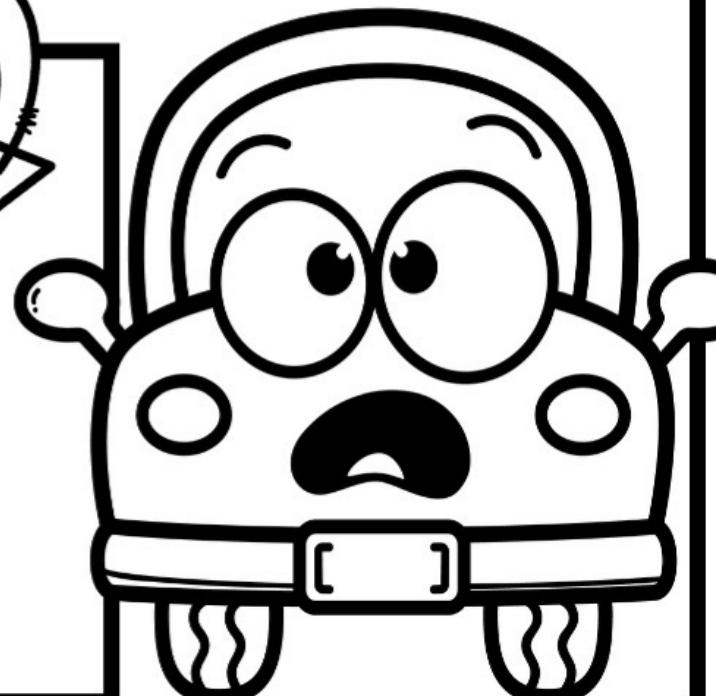
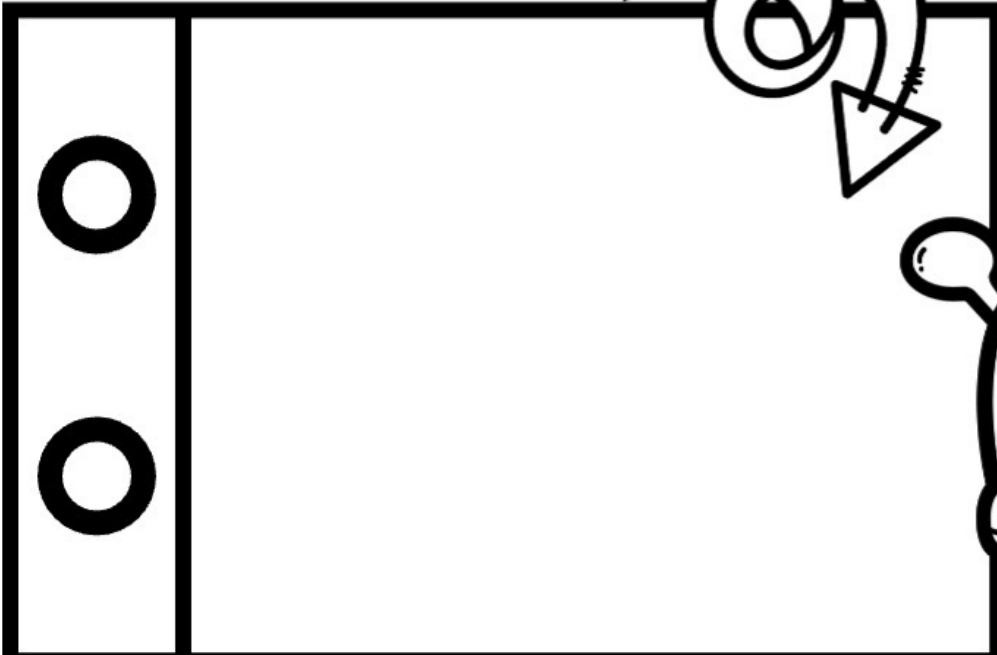
Name: _____

SCARED

Fear looks like:

3 things that
make me scared are:

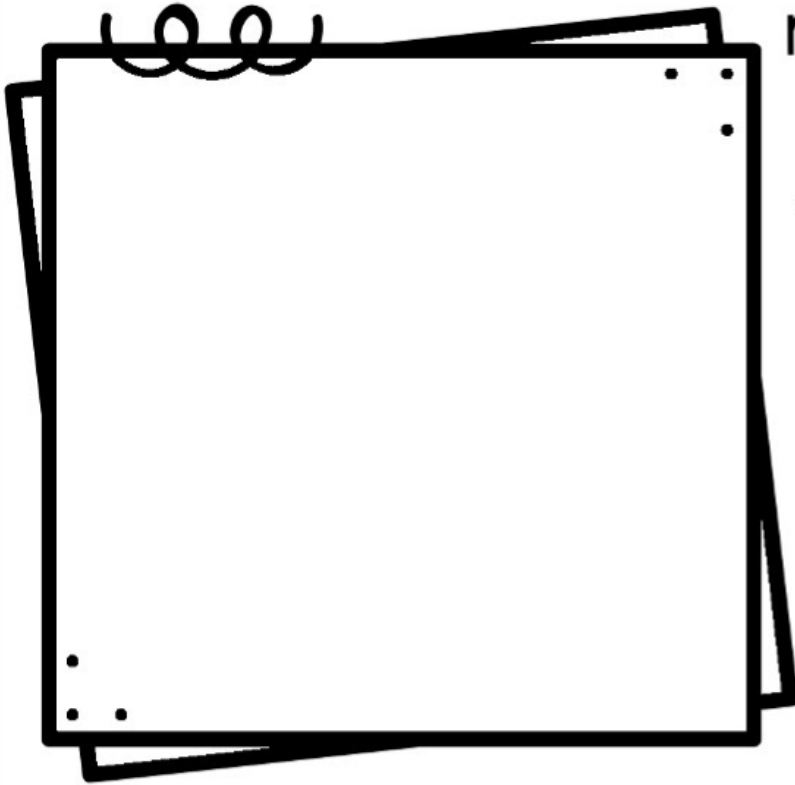
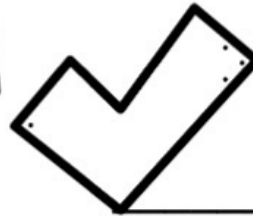
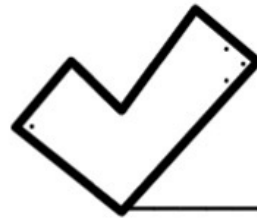
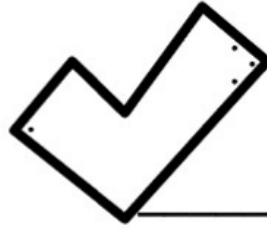
Fear feels like:



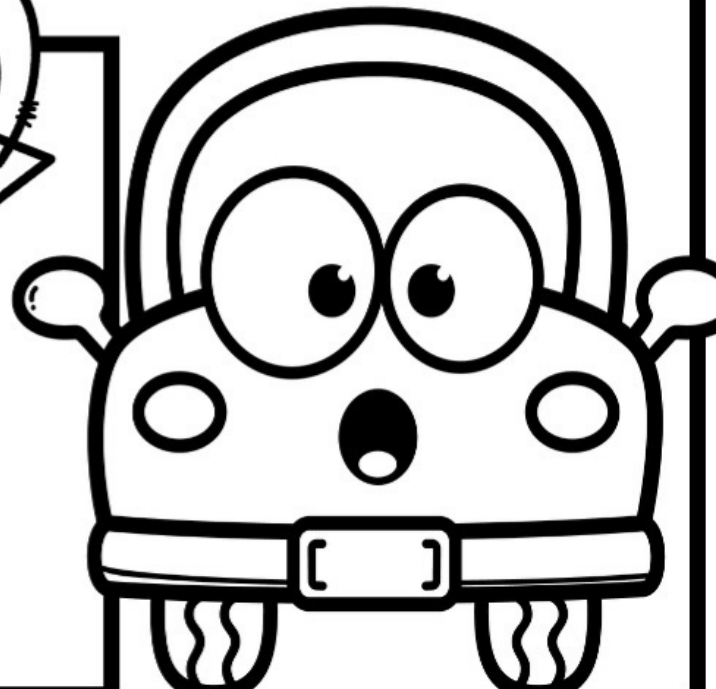
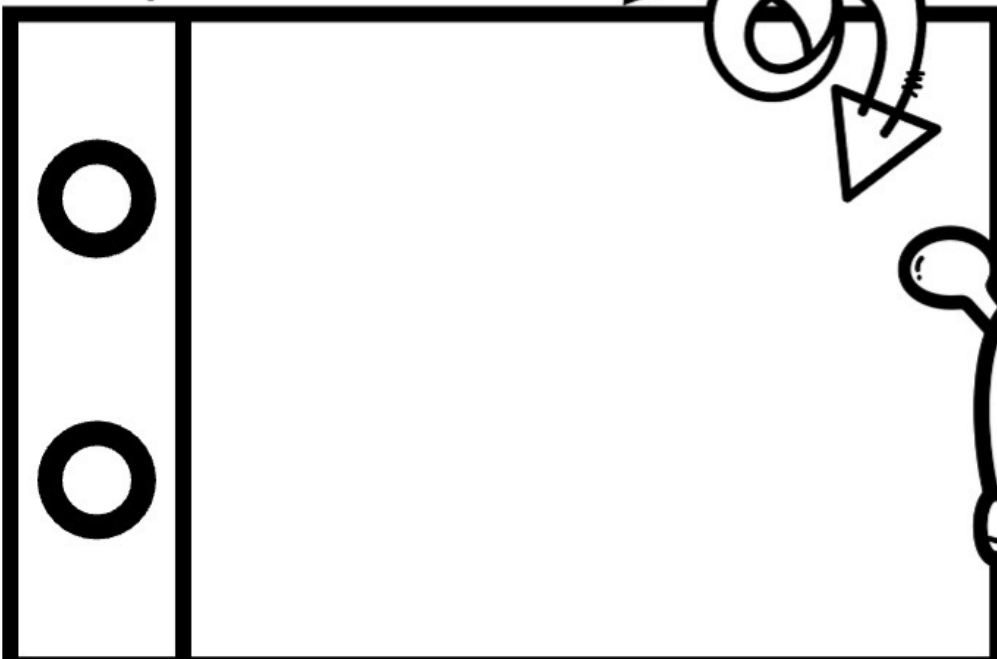
Name: _____

SURPRISED

Surprise looks like:

3 things that
make me surprised are:

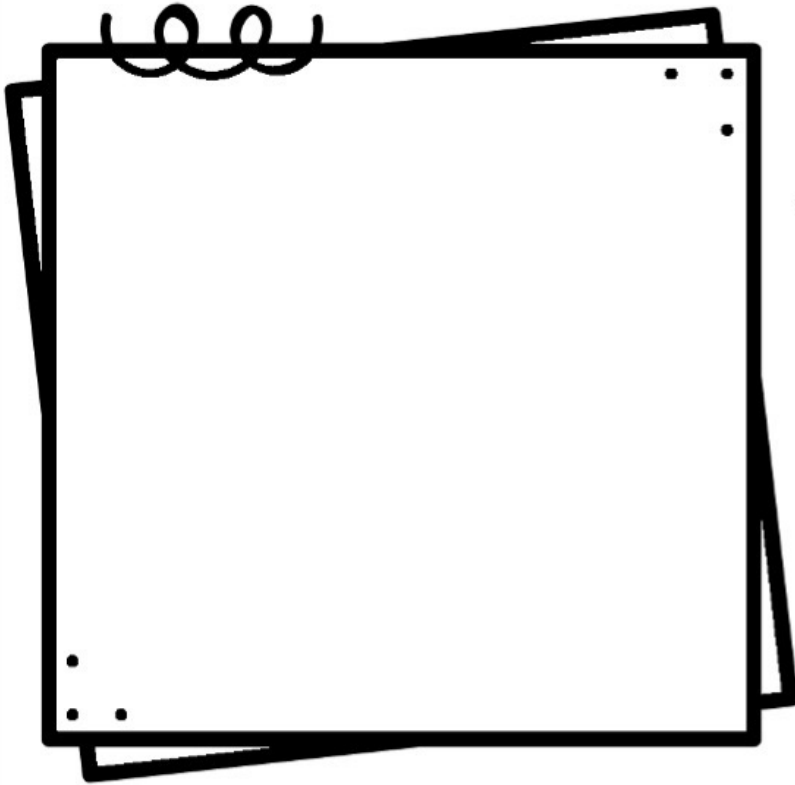
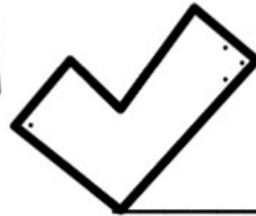
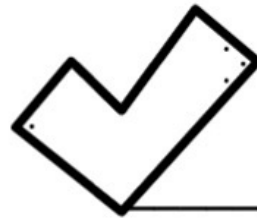
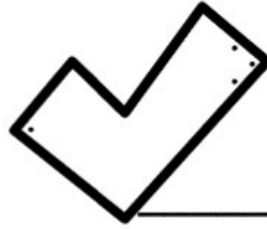
Surprise feels like:



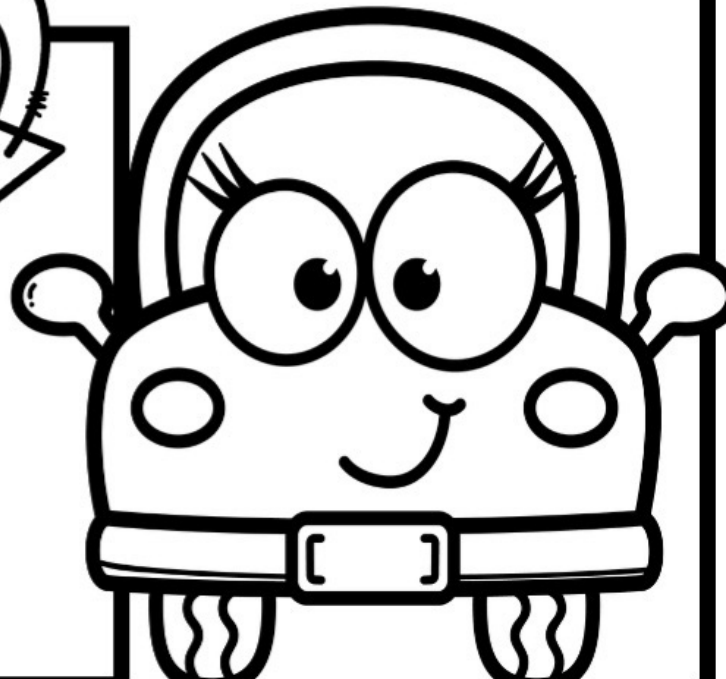
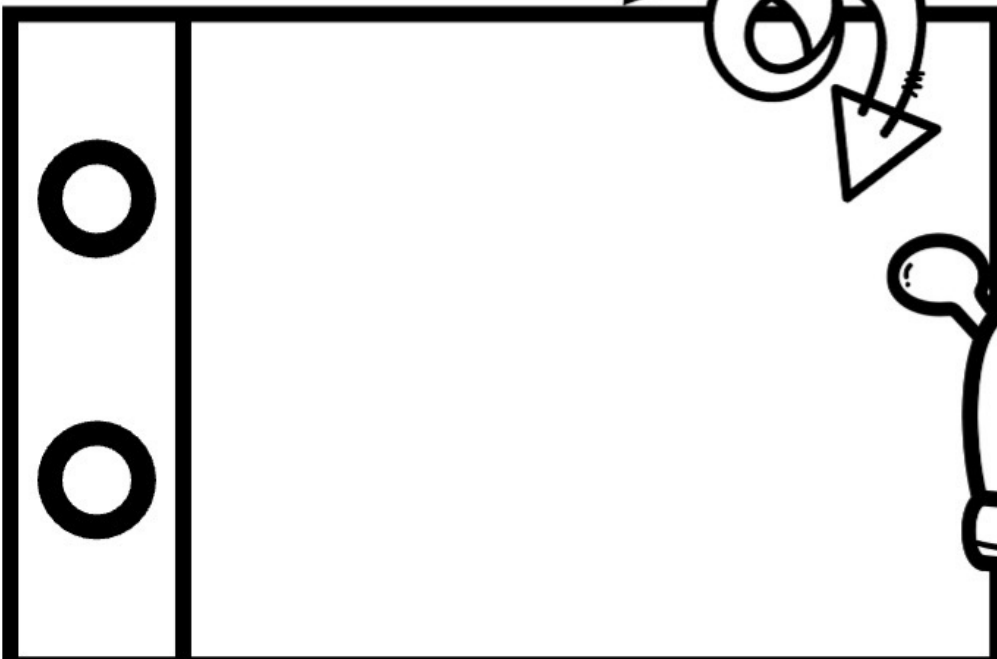
Name: _____

PROUD

Pride looks like:

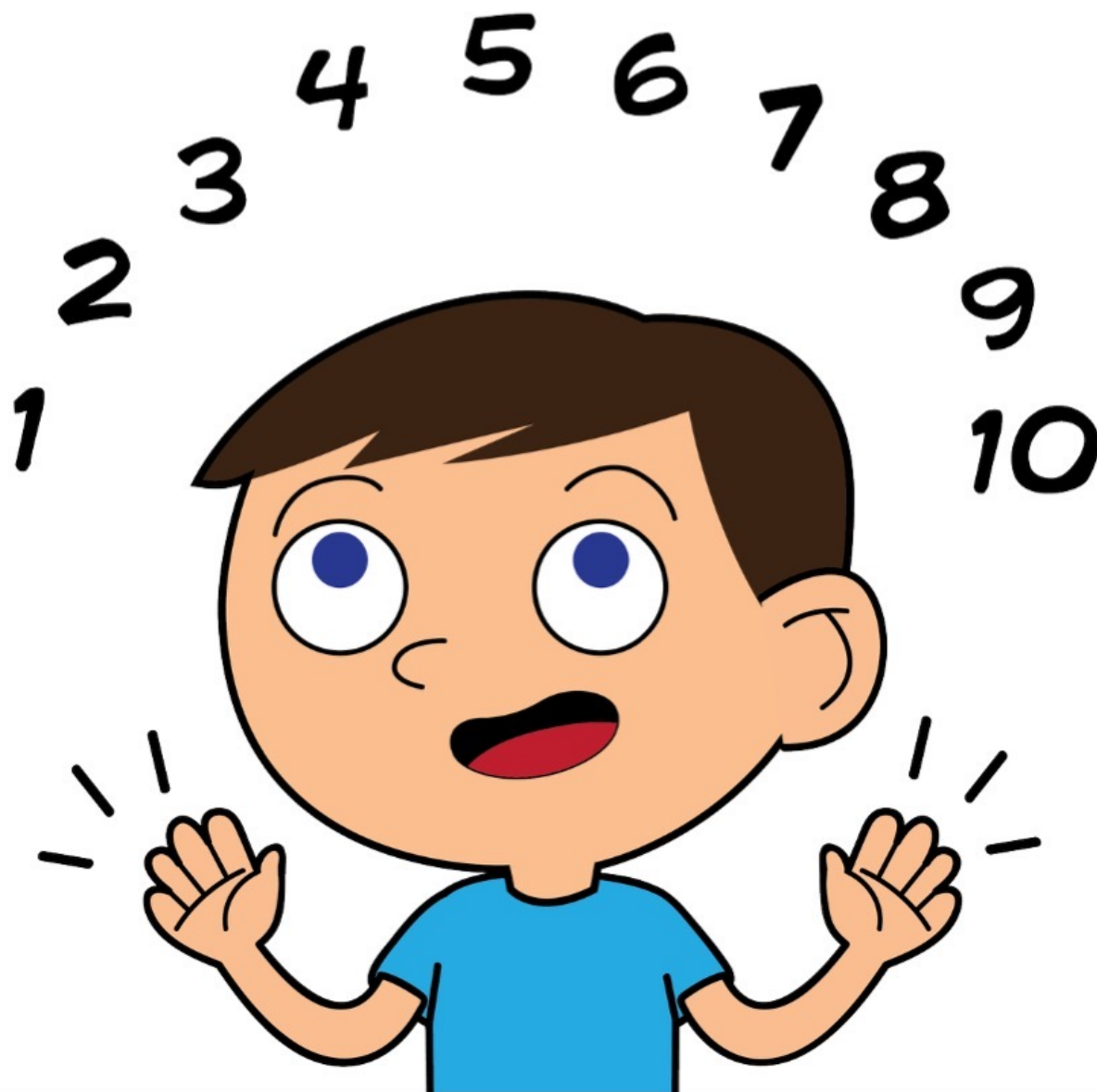
3 things that
make me proud are:

Pride feels like:



SESSION 3:

Level Up Our Coping Skills



SESSION 3: Level Up Our Coping Skills

SESSION GOALS:

- Students will participate in "Ninja Training" and learn 12 different coping skills.
- Students will practice 12 coping skills.
- Students will reflect on and identify which coping skills work best for them.

ASCA ALIGNMENT:

- M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- SMS 6: Ability to identify and overcome barriers.
- B-SMS 7: Effective coping skills.
- B-SMS 10: Ability to manage transitions and adapt to change.

MATERIALS NEEDED:

- Group folders
- Each students' player profile + 1 coping skills badge per student
- "Ninja Training" poster
- 12 coping skills cards (cut-out)
- 1 Ninja Training coloring page per student OR 1 Ninja Training worksheet per student
- Pencils
- Crayons or markers
- Glue stick

DIRECTIONS:

- Before students come to group:
 - Print the "Ninja Training" poster and 1 coloring page (lower elem.) or worksheet (upper elem.) per student
 - Print and cut out and the 12 "Ninja Training" coping skills cards
- Explain that today we will **"Level Up" our coping skills**. We will be "Ninjas in Training" and learn 12 different "ninja skills" that help us cope with big feelings. We will "meet" 12 different rainbow ninjas who each teach us a different skill.
- You may choose to start each session with a **feelings check-in**. Ask students to share or point to how they're feeling on the **"How Are You Feeling?" poster**. Gauge their feelings about group, how their day is going, their mood, etc.
- Start by sharing the **"Ninja Training" poster** with students. Name the 12 "ninja skills" that we will be learning today.
- Place the **"Ninja Training" coping skills cards** face down in a pile. Ask students to take turns drawing a card. They can show the card to the group and read it aloud (or ask the educator to read it aloud). Then, they can lead the group in teaching/showing/modeling how to do that "ninja skill." It's okay if they need help! Ask the other group members to practice the "ninja skill" alongside them so all students are participating and practicing.
- As you practice each "ninja skill," generate a discussion about:
 - Do you like, love, or dislike this skill? Why?
 - Have you ever used this skill before? If so, share when and how it helped (or didn't help) you.
 - What is an example of a situation when this ninja skill would be helpful?
 - Is this a ninja skill that you'd like to try or get better at? Why or why not?
- After you have practiced and gone through each ninja skill, give students the **"Ninja Training" coloring page (lower elementary) or worksheet (upper elementary)**. On the coloring page, they can color the ninja skills that they like best and are most helpful to them. On the worksheet, they can create their own Coping Skills Ninja. They can choose his/her name and powers, and decorate him/her.
- Give each student their **"Coping Skills Badge"** and ask them to glue it onto their player profile.
- Close by saying that next week we will Level Up our behavior with a fun football-themed game.

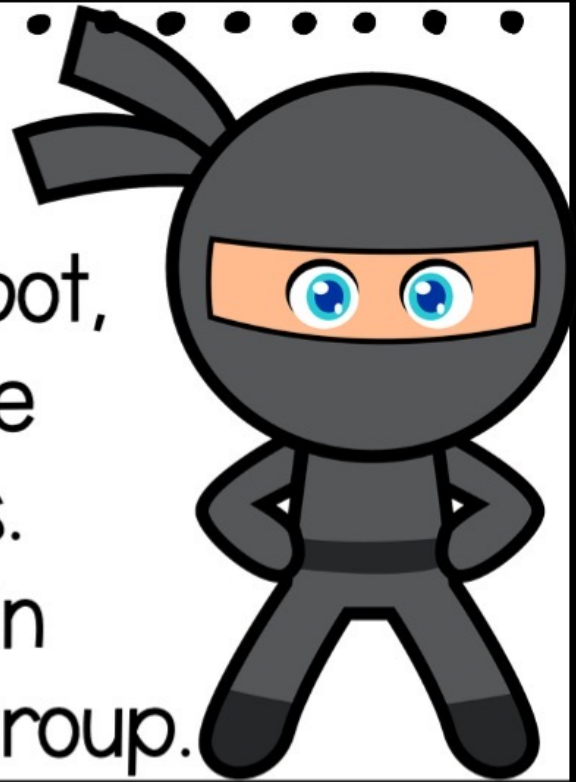
NINJA TRAINING



Take a Break

Black Ninja Training

When big feelings come, step away, find a cozy spot, and take a break. Breathe and think happy thoughts. When your body and brain feel calm, return to the group.

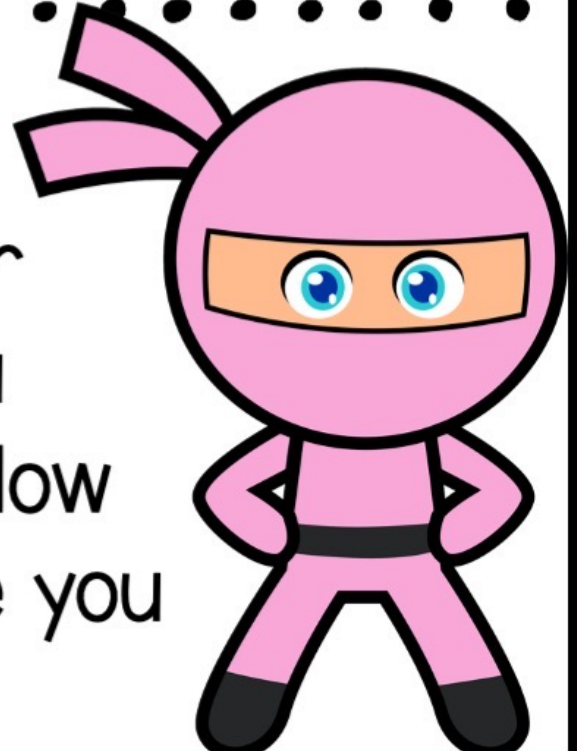


© Music City Counselor

Count to 10

Pink Ninja Training

Slowly count from 1 to 10. Focus on each number and take a breath as you count. Counting lets you slow down and cool off before you act or speak.

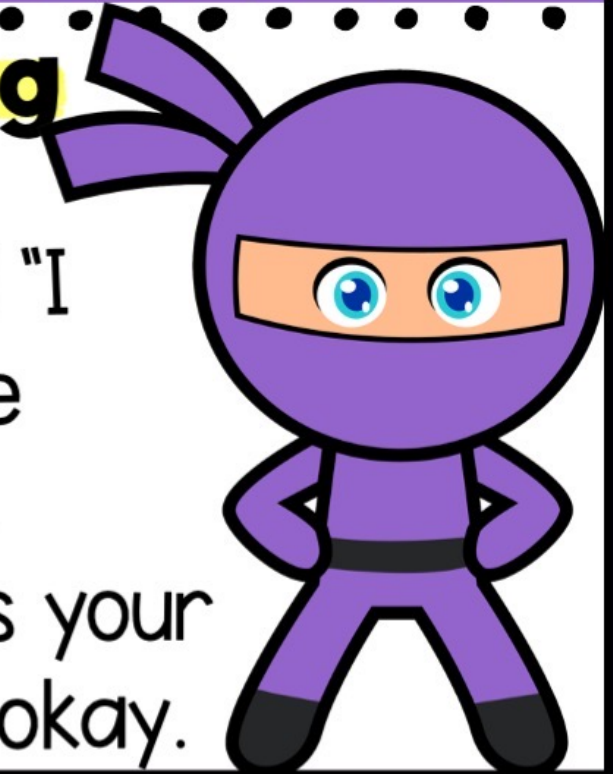


© Music City Counselor

Think Positive

Purple Ninja Training

Tell yourself things like, "I'm doing my best," and "I can handle this." Imagine you're in a happy place. Thinking positive reminds your brain that things will be okay.

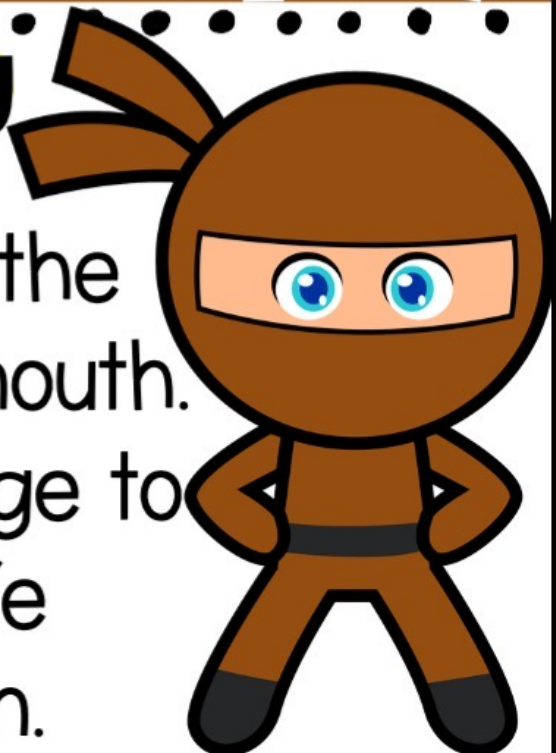


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Breathe Deeply

Brown Ninja Training

Take a slow, deep breath in through your nose. Breathe out slowly through your mouth. Breathing sends a message to your brain that you're safe and slows your body down.

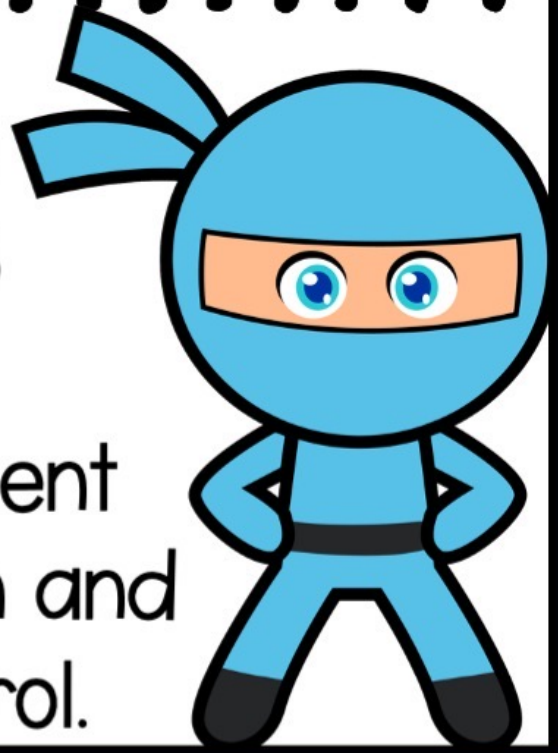


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Be Mindful

Blue Ninja Training

Pay attention to the "here and now." Focus on your 5 senses: sight, smell, taste, touch, and sound. Be present in this moment. Slow down and feel at peace and in control.

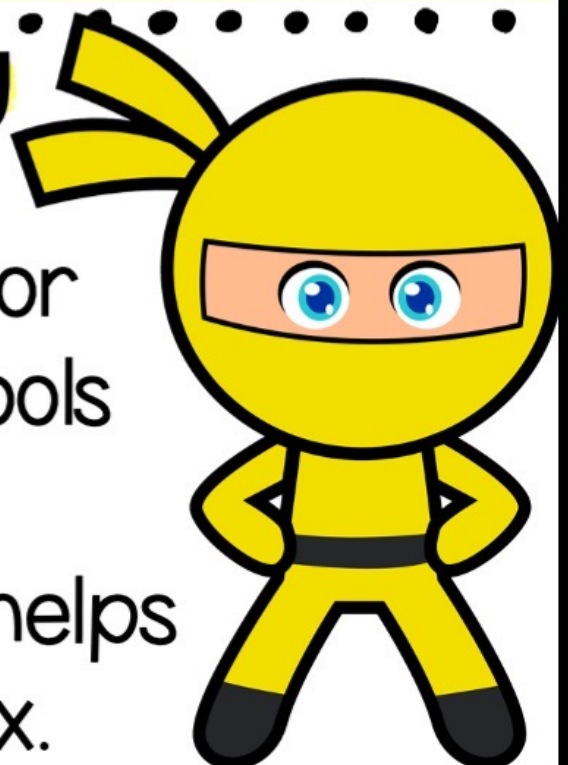


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Use Tools

Yellow Ninja Training

Hold a fidget, stress ball, or sensory tool. Squeeze or move it gently. Breathe. Tools keep your hands busy. Squeezing and fidgeting helps your brain focus and relax.

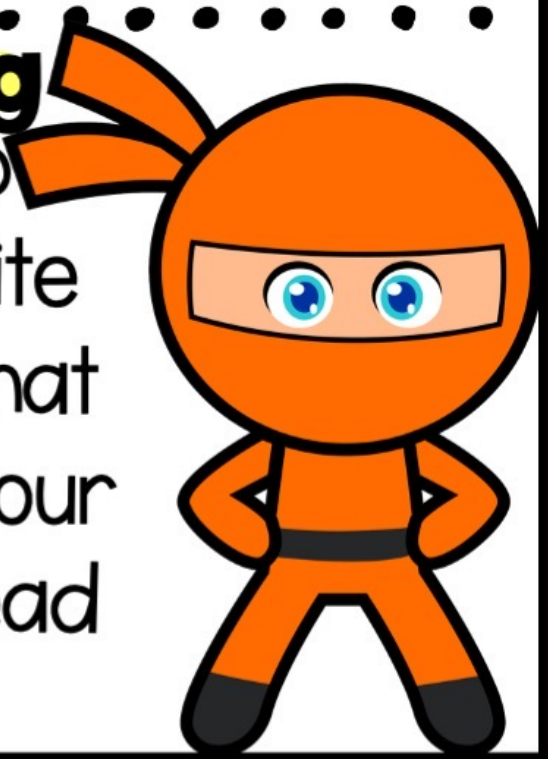


© Music City Counselor

Write, Journal

Orange Ninja Training

Find a quiet spot and grab a notebook and pencil. Write about how you feel and what happened. Writing takes your big feelings out of your head and puts them on paper.

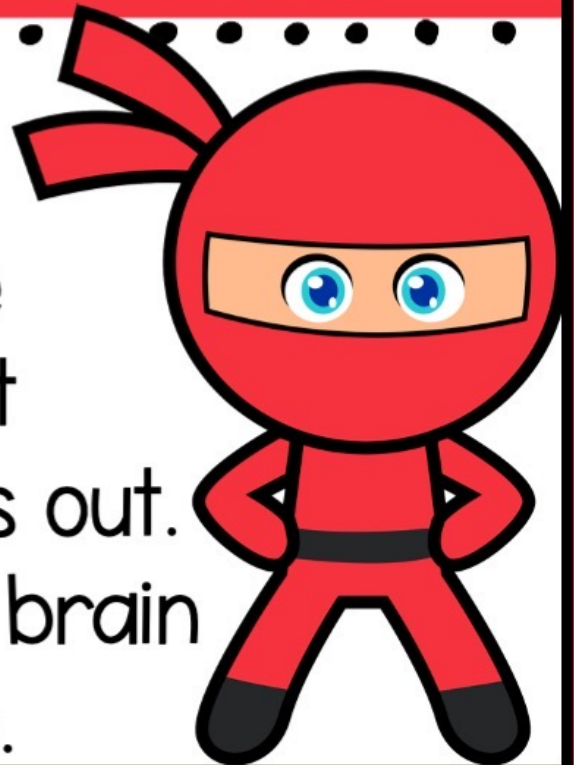


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Draw, Paint

Red Ninja Training

Grab some crayons, markers, or paint. Create something you love or just doodle to let your feelings out. Art gives your heart and brain something peaceful to do.



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Talk it Out

Teal Ninja Training

Find a friend or grown-up you trust and tell them how you're feeling. Talking lets your feelings out so they're not stuck inside. It makes you feel seen and understood.

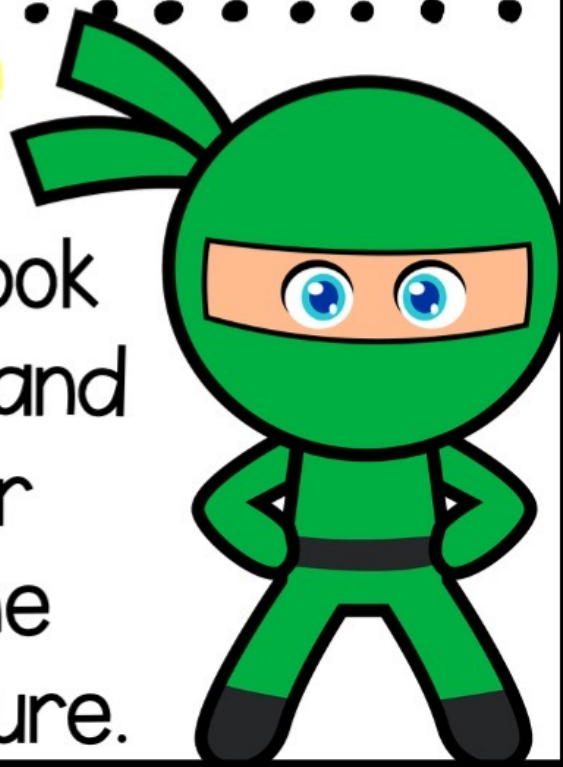


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Be in Nature

Green Ninja Training

Go outside and listen to the sounds around you. Look at the trees, sky, clouds, and grass. Breathe. Relax your body and connect with the beauty and peace of nature.



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Stretch

Navy Ninja Training

Reach your arms up high to the sky then slowly bring them down. Breathe. Relax your muscles. Slow down. Stretching sends a message to your brain that you're okay.

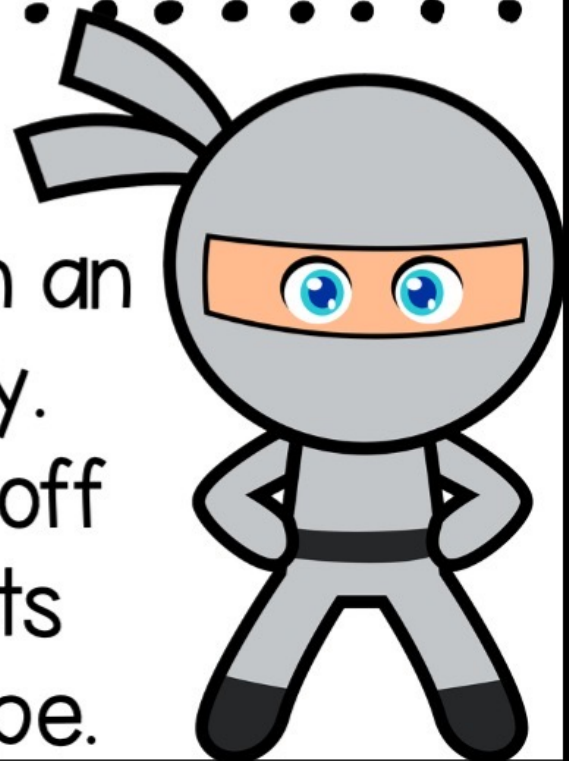


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Read a Book

Gray Ninja Training

Find a cozy spot and a book. Let your mind go on an adventure inside the story. Reading takes your mind off what's upsetting you. It lets your brain rest and escape.



© Music City Counselor

Name: _____

NINJA TRAINING

Color the ninjas that show your favorite coping skills.



Draw, Paint

Journal

Use Tools

Be in Nature



Talk it Out

Be Mindful

Stretch

Think Positive



Count to 10

Read a Book

Take a Break

Breathe

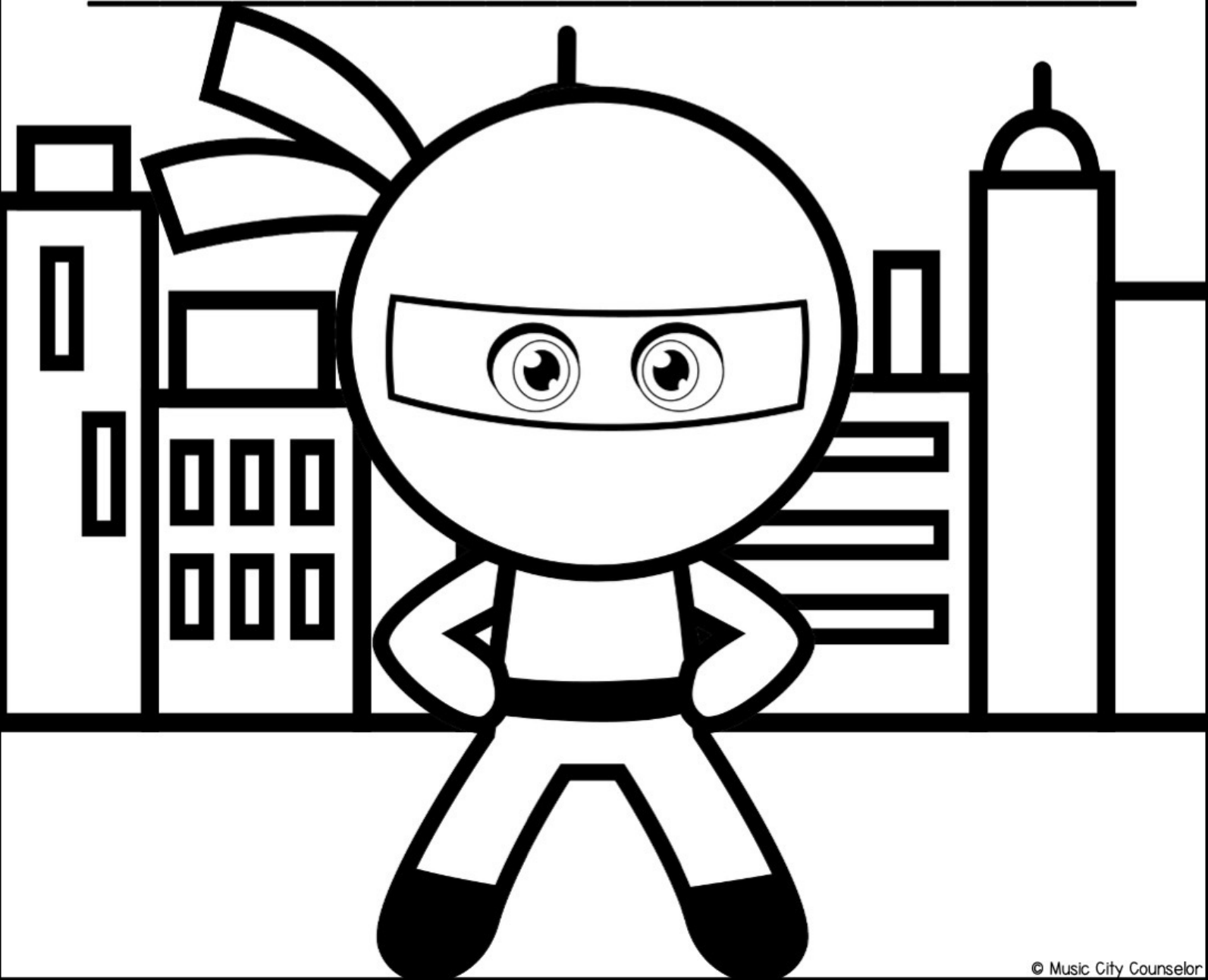
Name: _____

NINJA TRAINING

Create your own Coping Skills Ninja.

My ninja's name is:

His/her powers are:



SESSION 4:

Level Up Our Behavior



SESSION 4: Level Up Our Behavior

SESSION GOALS:

- Students will learn about "Touchdown Choices:" behavior that is helpful, safe, and kind.
- Students will learn about "Fumble Choices:" behavior that is unhelpful, unsafe, and unkind.
- Students will learn and practice the difference between positive and negative behaviors.

ASCA ALIGNMENT:

- **M 1:** Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.
- **M 2:** Sense of acceptance, respect, support, and inclusion for self and others in the school environment.
- **B-SMS 1:** Responsibility for self and actions.
- **B-SMS 2:** Demonstrate self-discipline and self-control.
- **B-SS 2:** Positive, respectful and supportive relationships with students who are similar to and different from them.
- **B-SS 9:** Demonstrate social maturity and behaviors appropriate to the situation and environment.

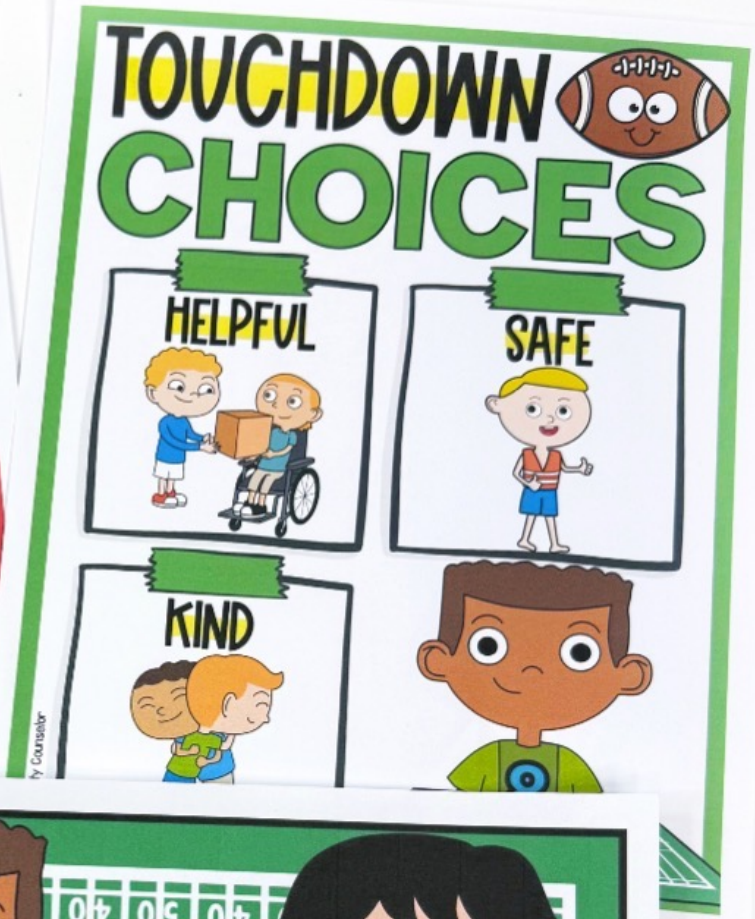
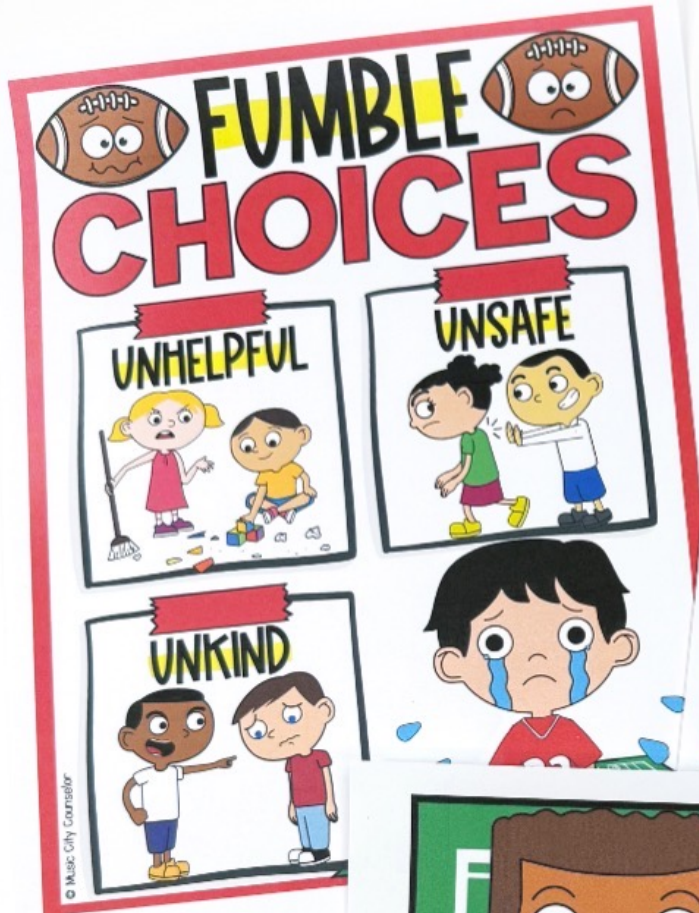
MATERIALS NEEDED:

- Group folders
- Each students' player profile + 1 good choices badge per student
- "Touchdown Choices" poster
- "Fumble Choices" poster
- Touchdown vs. Fumble Choices sorting mat
- 30 scenario cards (cut-out)
- 1 "Touchdown Choices" coloring page or worksheet per student
- Crayons or markers
- Pencils
- Glue stick

DIRECTIONS:

- **Before students come to group:**
 - Print the "Touchdown Choices" and "Fumble Choices" posters and Touchdown Choices vs. Fumble Choices sorting mat
 - Print and cut out the 30 scenario cards
 - Print 1 coloring page (lower elementary) or worksheet per student (upper elementary)
- Explain that today we **"Level Up" our behavior and choices**. We will play a fun football-themed game and learn the difference between "Touchdown Choices" and "Fumble Choices."
- Start by sharing the **"Touchdown Choices" poster** with students. Teach them that "Touchdown Choices" are helpful, safe, and kind. In football, when we score a touchdown, we score! In life, when we make helpful, safe, and kind choices, we "score," too! Talk through examples of "Touchdown Choices" and relate the concept back to students' own lives.
- Share the **"Fumble Choices" poster** with students. Teach that "Fumble Choices" are unhelpful, unsafe, and unkind. In football, when we fumble, we drop or lose the ball. In life, when we make unhelpful, unsafe, or unkind choices, we "drop the ball" and can hurt others and ourselves. Just like in football, when we "fumble" in life, it can have negative consequences that we have to face. Talk through examples of "Fumble Choices" and relate the concept back to students' own lives.
- Next, play the **Touchdown Choices vs. Fumble Choices sorting game** with students. A total of **30 scenario cards** are included. Place the cards in a pile, face down, and the sorting mat in the middle where all students can access it. Students take turns choosing a card, showing it to the group, and reading what is happening on the card. Then, they decide if the behavior shows a "Touchdown Choice" or a "Fumble Choice." From there, the child places the card on the "Touchdown Choice" side of the mat if the scenario shows a positive behavior, OR on the "Fumble Choice" side if the scenario shows a negative behavior.
- As you play, process each behavior with students and talk through why it is a "Touchdown Choice" or a "Fumble Choice." If it's a "Fumble Choice," discuss what the student could do better next time. Play until you've run out of cards or time.
- To close the session, students can work on the **"Touchdown Choices" coloring page or worksheet**.
- Give each student their **"Good Choices Badge"** and ask them to glue it onto their player profile.
- **Close** by sharing that next week will Level Up our self-control with a fun video game-themed activity.

SAMPLE TOUCHDOWN & FUMBLE CHOICES ACTIVITY



TOUCHDOWN



CHOICES

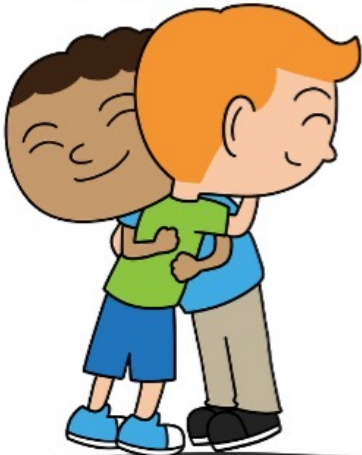
HELPFUL



SAFE



KIND





FUMBLE

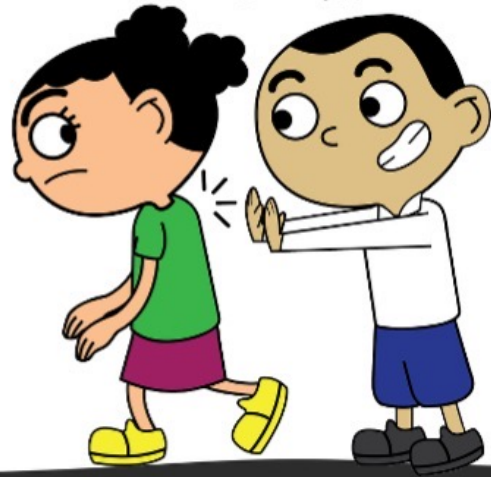


CHOICES

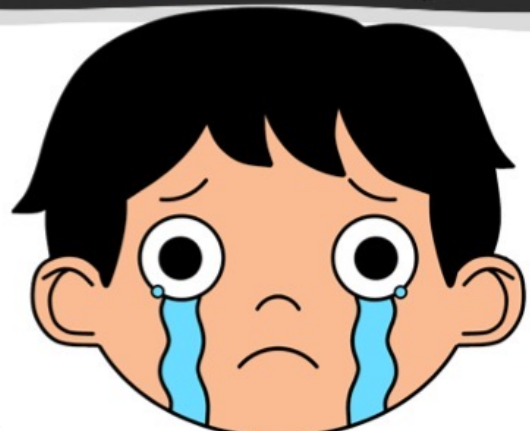
UNHELPFUL



UNSAFE

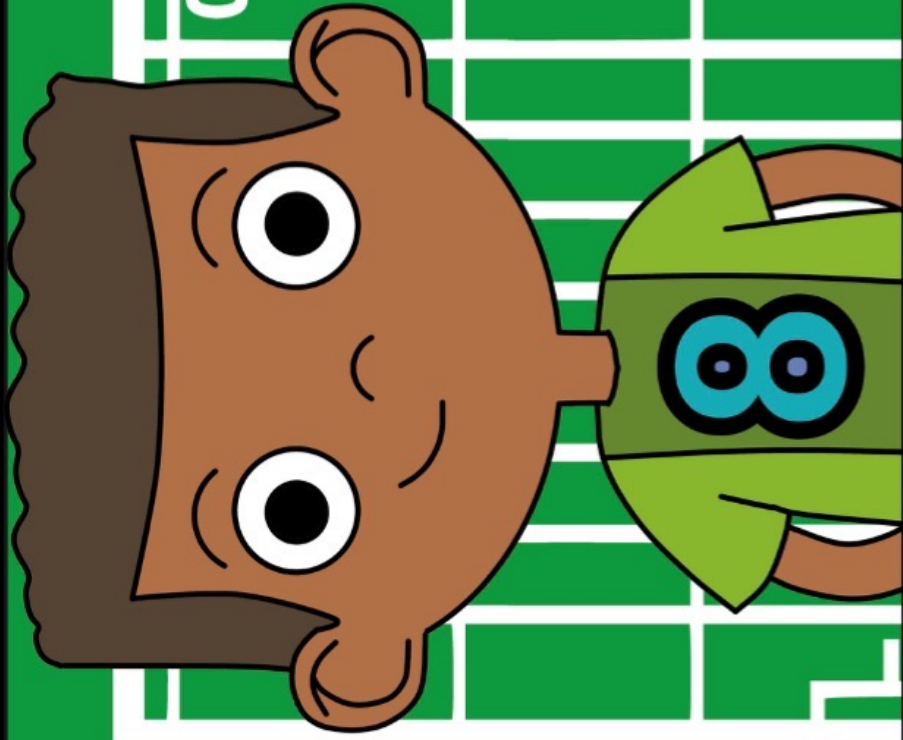


UNKIND





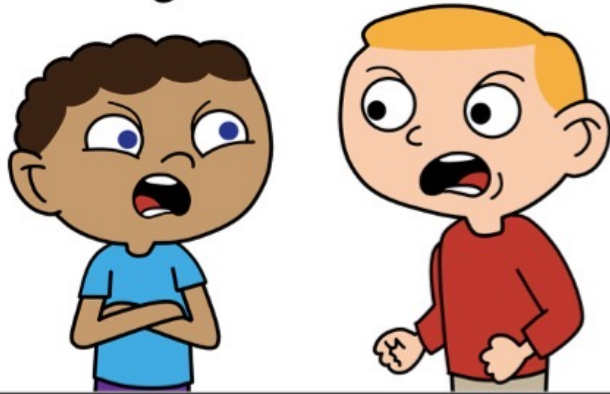
FUMBLE CHOICES



TOUCHDOWN CHOICES

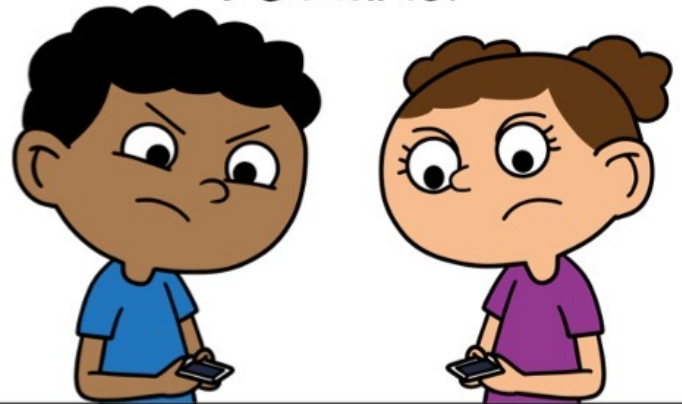
TOUCHDOWN OR FUMBLE?

Juan Carlos and Westin argued at lunch.



TOUCHDOWN OR FUMBLE?

Hayley sent mean texts to De'Mario.



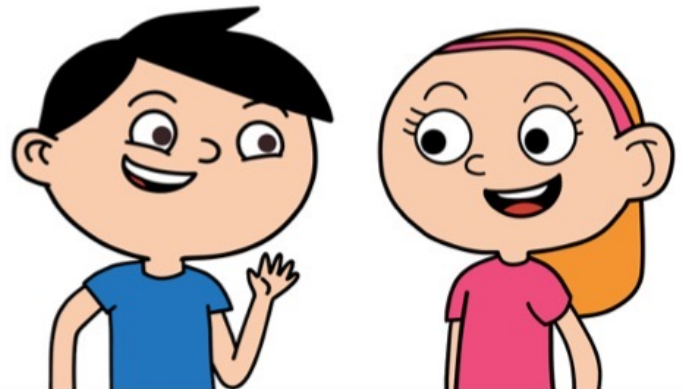
TOUCHDOWN OR FUMBLE?

Wyatt and Henry fought over the toy car.



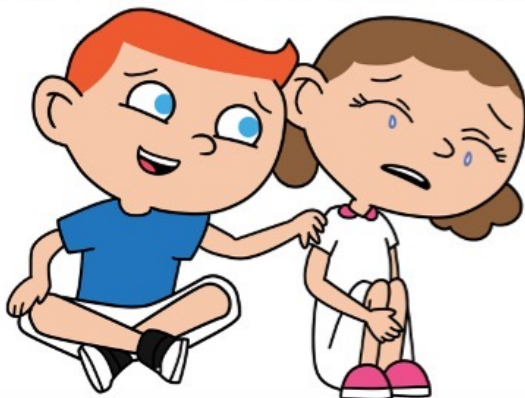
TOUCHDOWN OR FUMBLE?

Martin welcomed a new student to class.



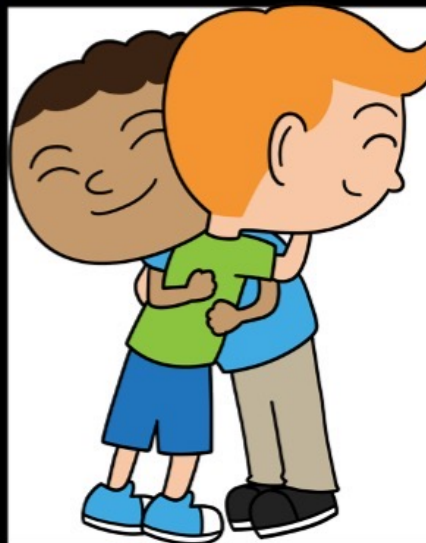
TOUCHDOWN OR FUMBLE?

Everett cheered up Sasha when she missed home.



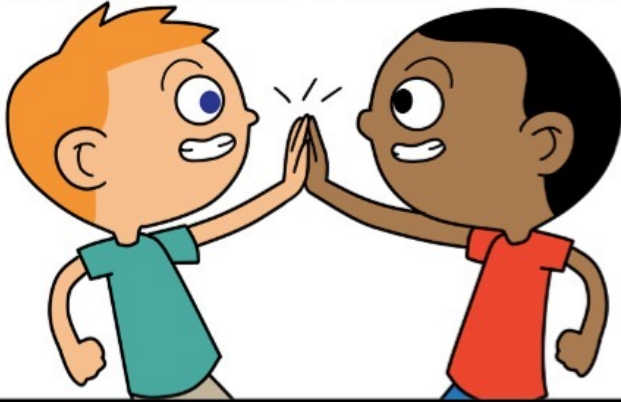
TOUCHDOWN OR FUMBLE?

Harley and Peyton hugged each other when they won the game.



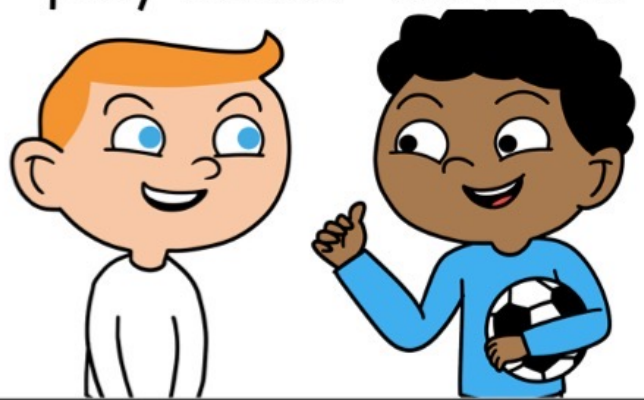
TOUCHDOWN OR FUMBLE?

Kayton and Robby high fived each other in P.E.



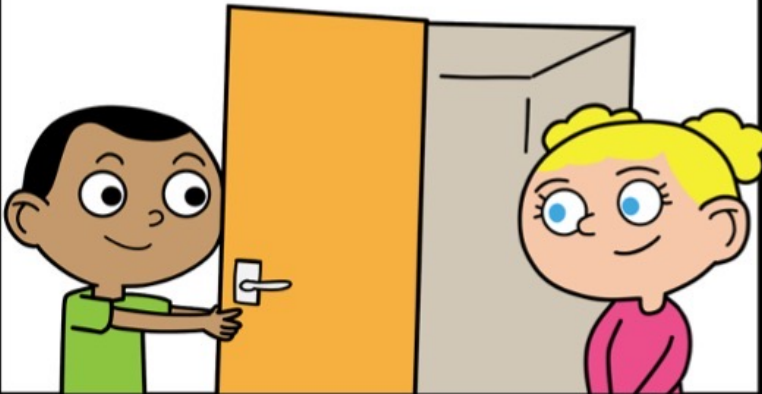
TOUCHDOWN OR FUMBLE?

Josue asked Auggie to play soccer with him.



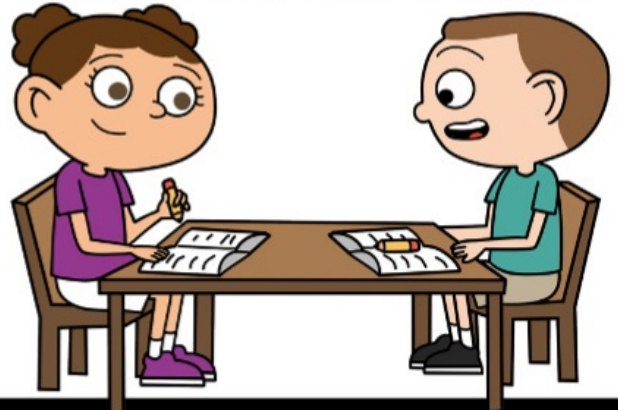
TOUCHDOWN OR FUMBLE?

Jace held the door open for Veronica.



TOUCHDOWN OR FUMBLE?

Sawyer helped Katie with the math homework.



TOUCHDOWN OR FUMBLE?

Justin shared his snack with Lorena.



TOUCHDOWN OR FUMBLE?

Ethan helped Mikey carry the boxes.



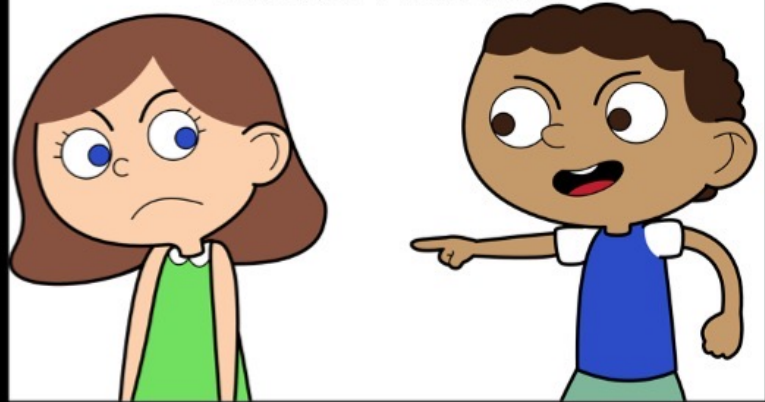
TOUCHDOWN OR FUMBLE?

Cara offered to help carry Kyle's heavy books.



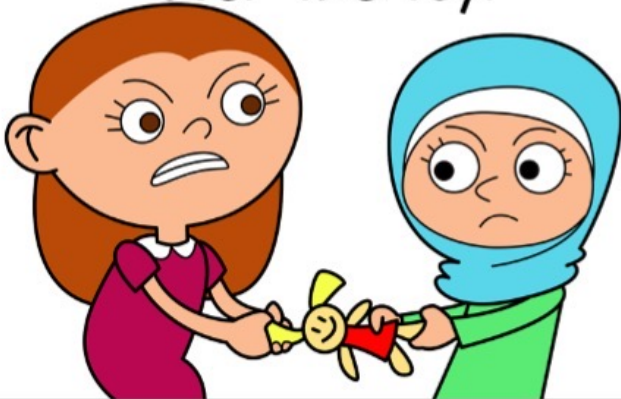
TOUCHDOWN OR FUMBLE?

Sammy called Meghan mean names.



TOUCHDOWN OR FUMBLE?

Huda and Mary fought over the toy.



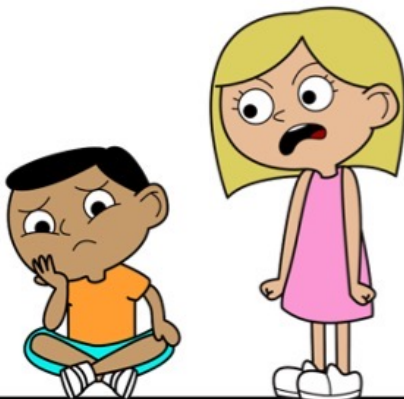
TOUCHDOWN OR FUMBLE?



Ricky and Greg left Finley out of the game.

TOUCHDOWN OR FUMBLE?

Maria yelled at Jason when he lost the toy.



TOUCHDOWN OR FUMBLE?

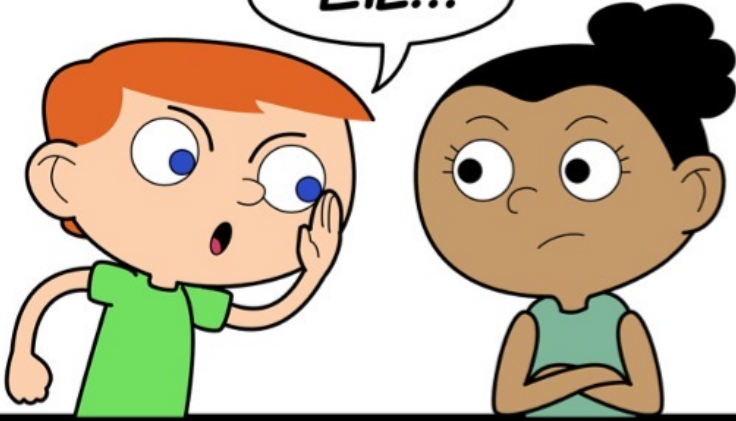
Jimmy and Ja'Michael said Cam wasn't good at soccer.



TOUCHDOWN OR FUMBLE?

AJ told Soriah a lie.

LIE...



TOUCHDOWN OR FUMBLE?

Jesse got into Brianne's personal space.



TOUCHDOWN OR FUMBLE?

CJ skipped everyone in line.



TOUCHDOWN OR FUMBLE?

Mariah threatened to hurt Brielle.



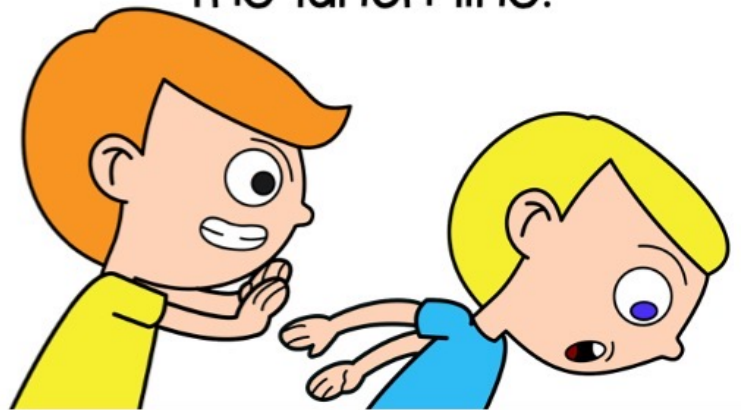
TOUCHDOWN OR FUMBLE?

Marcos threw a fit when he missed the goal and coach told him to sit out.



TOUCHDOWN OR FUMBLE?

Cameron pushed Frank in the lunch line.



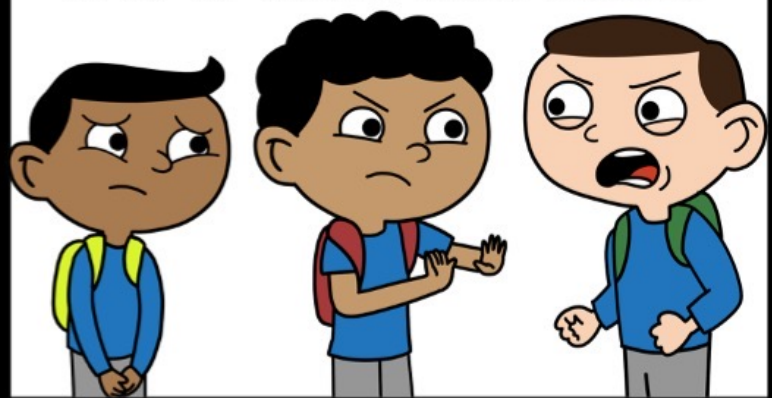
TOUCHDOWN OR FUMBLE?

Patrick listened to his classmate's story.



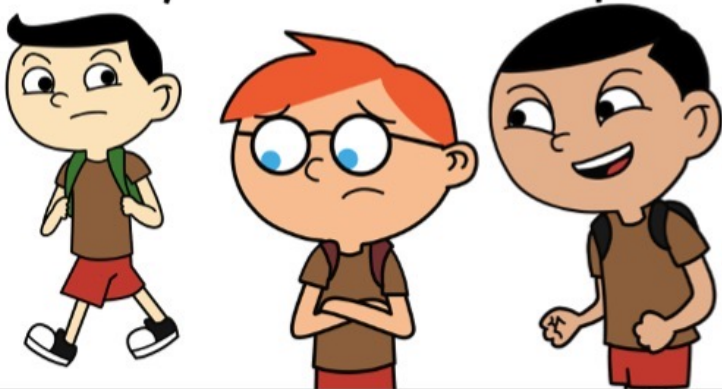
TOUCHDOWN OR FUMBLE?

Fitz told the bully to STOP and to leave Cain alone.



TOUCHDOWN OR FUMBLE?

Logan and Pablo teased Billy on the field trip.



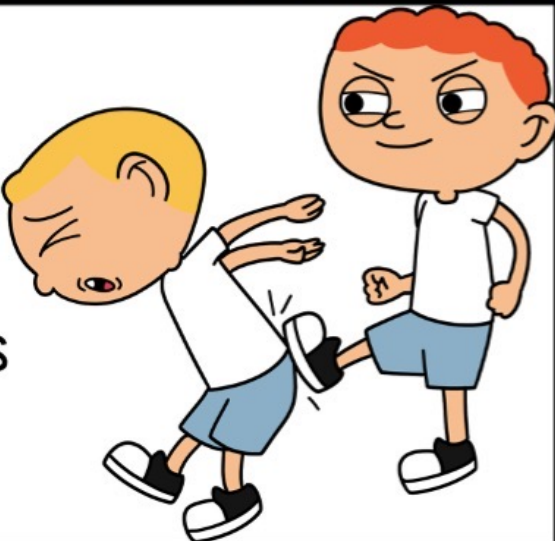
TOUCHDOWN OR FUMBLE?

Grant got in trouble in art.



TOUCHDOWN OR FUMBLE?

Ryan kicked JP at the bus stop.



TOUCHDOWN OR FUMBLE?

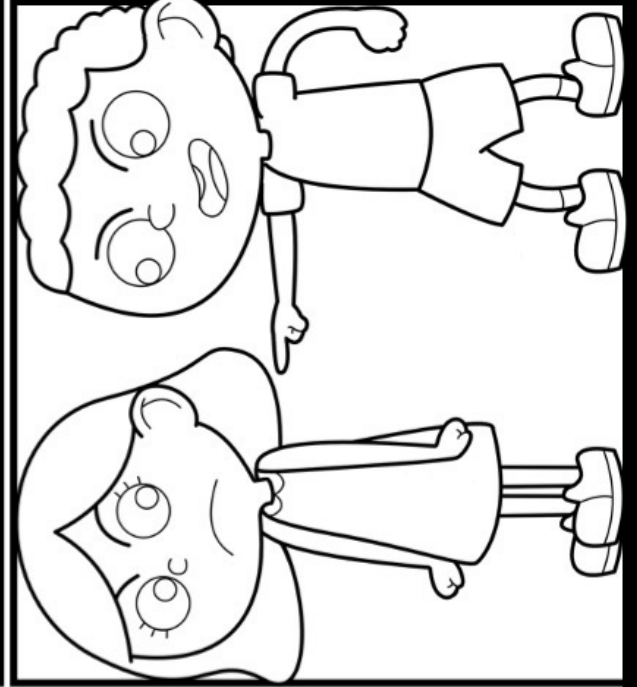
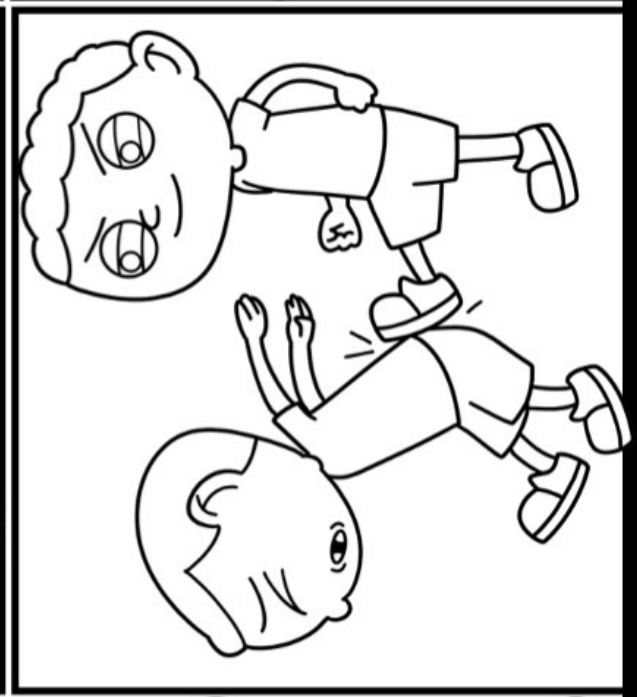
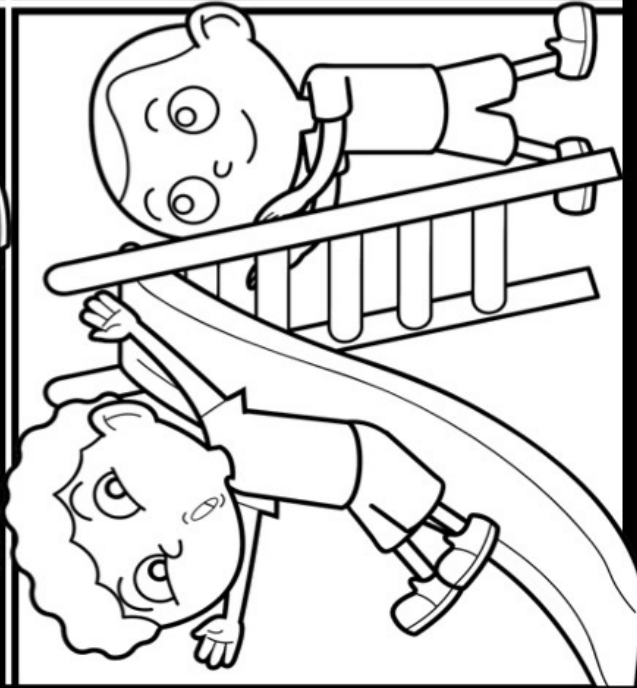
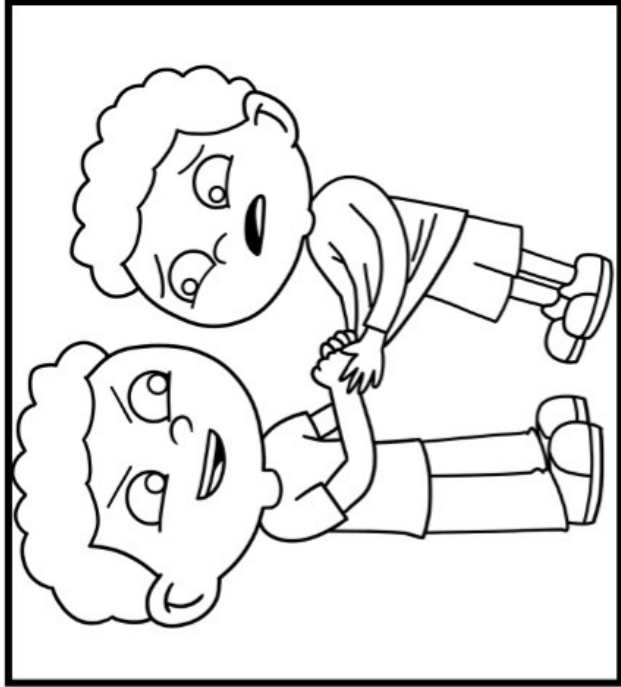
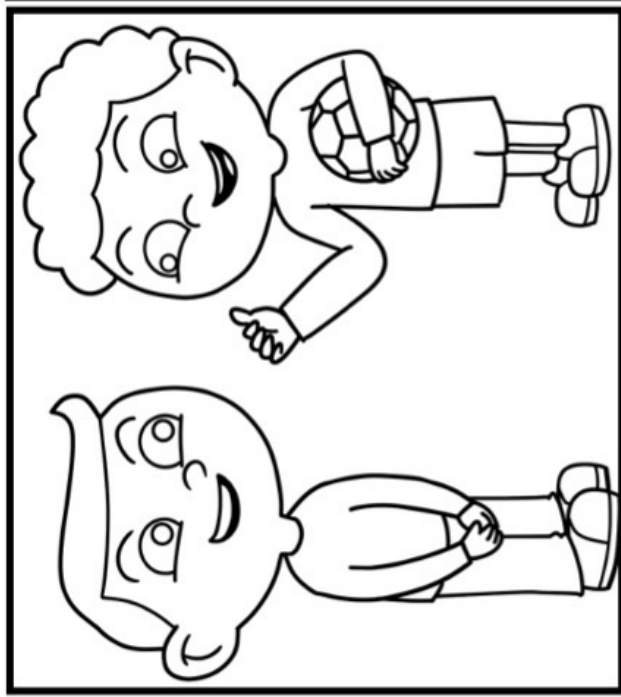
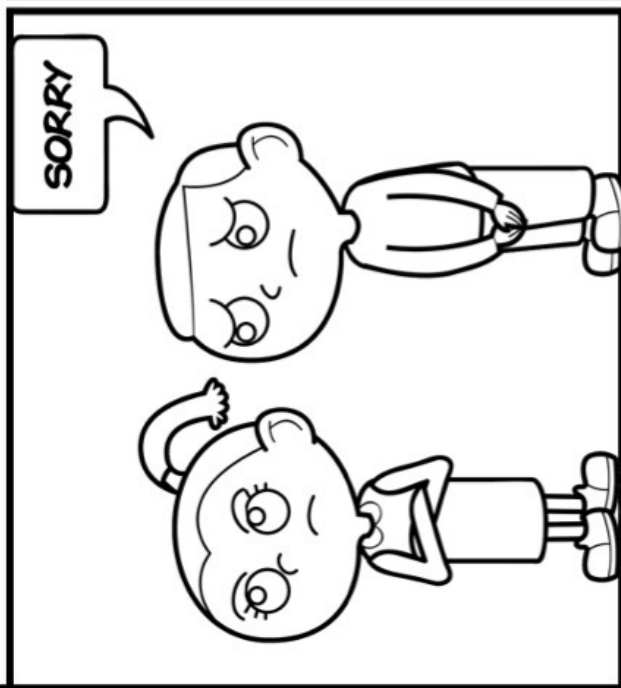
Nelson disrespected his teacher and got sent to the principal's office.



Name: _____

Color the pictures that show

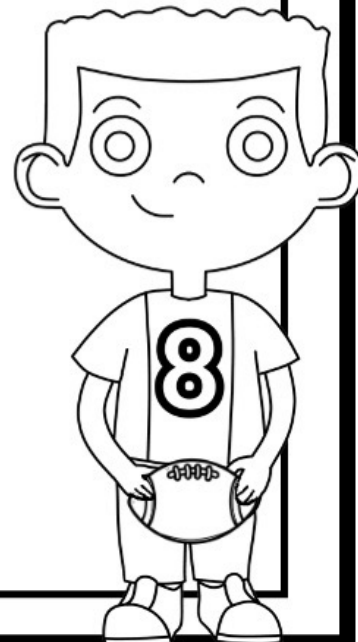
TOUCHDOWN CHOICES.



Name: _____

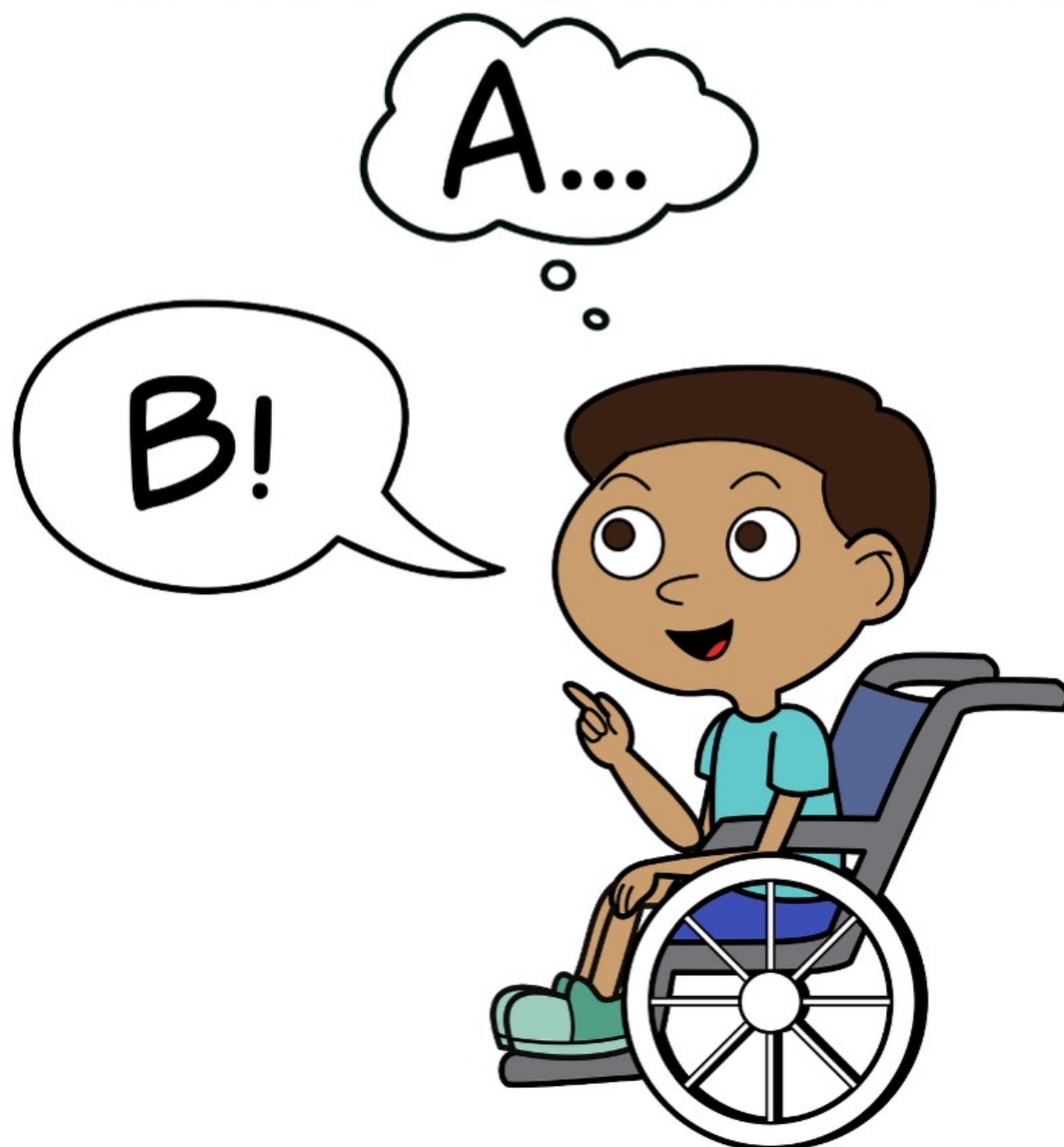
TOUCHDOWN CHOICES

Draw and write about a time when you made
a touchdown choice.



SESSION 5:

Level Up Our Self-Control



SESSION 5: Level Up Our Self-Control

SESSION GOALS:

- Students will learn the definition of self-control.
- Students will learn 7 "buttons" they can press to stay in control.
- Students will practice self-control using relatable scenarios.

ASCA ALIGNMENT:

- **M 1:** Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.
- **B-SMS 2:** Self-discipline and self-control.
- **B-SMS 7:** Effective coping skills.
- **B-SS 2:** Positive, respectful and supportive relationships with students who are similar to and different from them.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment.

MATERIALS NEEDED:

- Group folders
- Each students' player profile + 1 self-control badge per student
- "What is Self-Control?" poster
- Video game controller poster
- "How to Stay in Control" poster
- 12 scenario cards (cut-out)
- Choose 1 of 3 worksheets, 1 per student
- Crayons or markers
- Pencils
- Glue stick

DIRECTIONS:

- **Before students come to group:**
 - Print the "What is Self-Control?" poster, video game controller poster, and "How to Stay in Control" poster
 - Print and cut out the 12 scenario cards
 - Choose 1 of the 3 worksheets and print 1 per student
- Explain that today we will be "leveling up" our self-control.
- You may choose to start each session with a **feelings check-in**. Ask students to share or point to how they're feeling on the **"How Are You Feeling?" poster**. Gauge their feelings about group, how their day is going, their mood, etc.
- Ask students, "Have you ever wanted to say or do something, but knew you shouldn't?" "When playing a video game, do you just press random buttons, or do you think first, then choose?"
- Share the **"What is Self-Control?" poster** with students. Talk through the 3 steps. When we feel our bodies and brains getting upset, frustrated, or angry, we need to "press pause," think about what's right, then make a smart choice. This is how we stay in control.
- Share the **video game controller poster** with students. Explain that just like how a video game controller controls our character in a video game, WE are in control of the choices we make in our lives. Show students how each button on the video game controller represents one way to show self-control. When we're faced with big feelings, a problem, or something that's bugging us, we can choose one of these buttons and "press" it to take control of our behavior.
- Show students the **"How to Stay in Control" poster**. This poster explains each button on the video game controller in detail. Talk through each button with students, what they mean, and how they help us with self-control.
- Place the 12 **scenario cards** face down in a pile. Students can take turns drawing a card, reading it to the group, and explaining which "button" on the video game controller they could press to stay in control in that situation.
- Choose one of the 3 **worksheets** to close the lesson. Students can either decorate their own video game controller, draw and write about a time when they practiced self-control, or write how the students in the scenarios can show self-control.
- Give each student their **"Self-Control Badge"** and ask them to glue it onto their player profile.
- **Close** by saying that next week we will Level Up our friendships and learn how to make and keep friends.



WHAT IS SELF-



CONTROL?

When you feel your body and brain getting upset,

1. Press the
pause button.

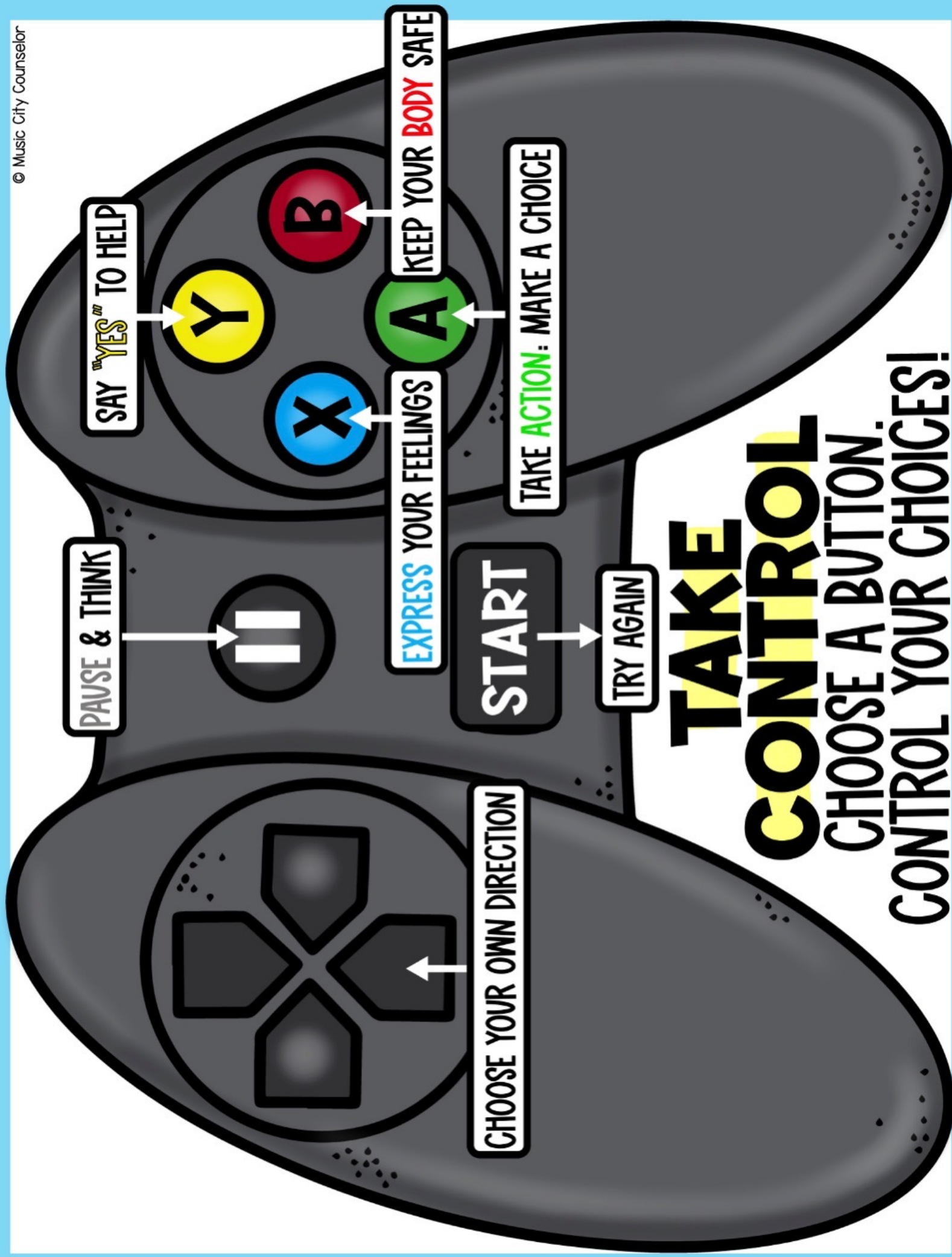


2. Think about
what's right.



3. Make a
smart choice.





**TAKE
CONTROL**
CHOOSE A BUTTON.
CONTROL YOUR CHOICES!

HOW TO STAY IN CONTROL



Pause & Think

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Stop for a moment before you do or say something. Take a deep breath and ask yourself, "What's the right thing to do?" Give your brain time to catch up so you can make a smart choice.



Keep Your Body Safe

Make sure your hands, feet, and body stay to yourself. Use words instead of touching or hitting. Cross your arms, squeeze a stress toy, or take deep breaths to help your body stay calm.



Express Your Feelings

Tell others how you feel in a respectful way. Instead of yelling or acting out, use your words to say what's wrong. You can use an I-Message to calmly share your feelings and needs.



Say, "Yes" to Help

Let others give you support, ideas, or reminders when you're trying to make a good choice. Staying in control is not easy. Accept help from teachers, counselors, family, and friends!



Choose Your Own Direction

You get to decide how you act, even when your feelings are big. Always turn toward being calm, kind, helpful, and respectful instead of letting anger or frustration take over.



Act: Make a Choice

Think about how your choice will make you and others feel. Ask yourself, "Will this help me solve the problem or make it worse?" Then, choose the path that leads to the best outcome.



START: Try Again

If you make a mistake, "press start" and try again.

SELF-CONTROL

Which button would you press?



Corey snatched the toy you were using.

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SELF-CONTROL

Which button would you press?



You know the answer and want to yell it out.

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SELF-CONTROL

Which button would you press?



Maria skipped you in line at lunch.

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SELF-CONTROL

Which button would you press?



Carlos got into your personal space.

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SELF-CONTROL

Which button would you
press?



Carly bumped into
you.

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SELF-CONTROL

Which button would you
press?



You're excited and
want to run in the hall.

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SELF-CONTROL

Which button would you
press?



Eddie called you a
mean name.

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SELF-CONTROL

Which button would you
press?



You lost the game
and want to quit.

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SELF-CONTROL

Which button would you press?



You want to interrupt the teacher.

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SELF-CONTROL

Which button would you press?



You're hungry, but it's not snack time yet.

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SELF-CONTROL

Which button would you press?



You're bored and want to walk around the classroom.

© Music City Counselor

SELF-CONTROL

Which button would you press?



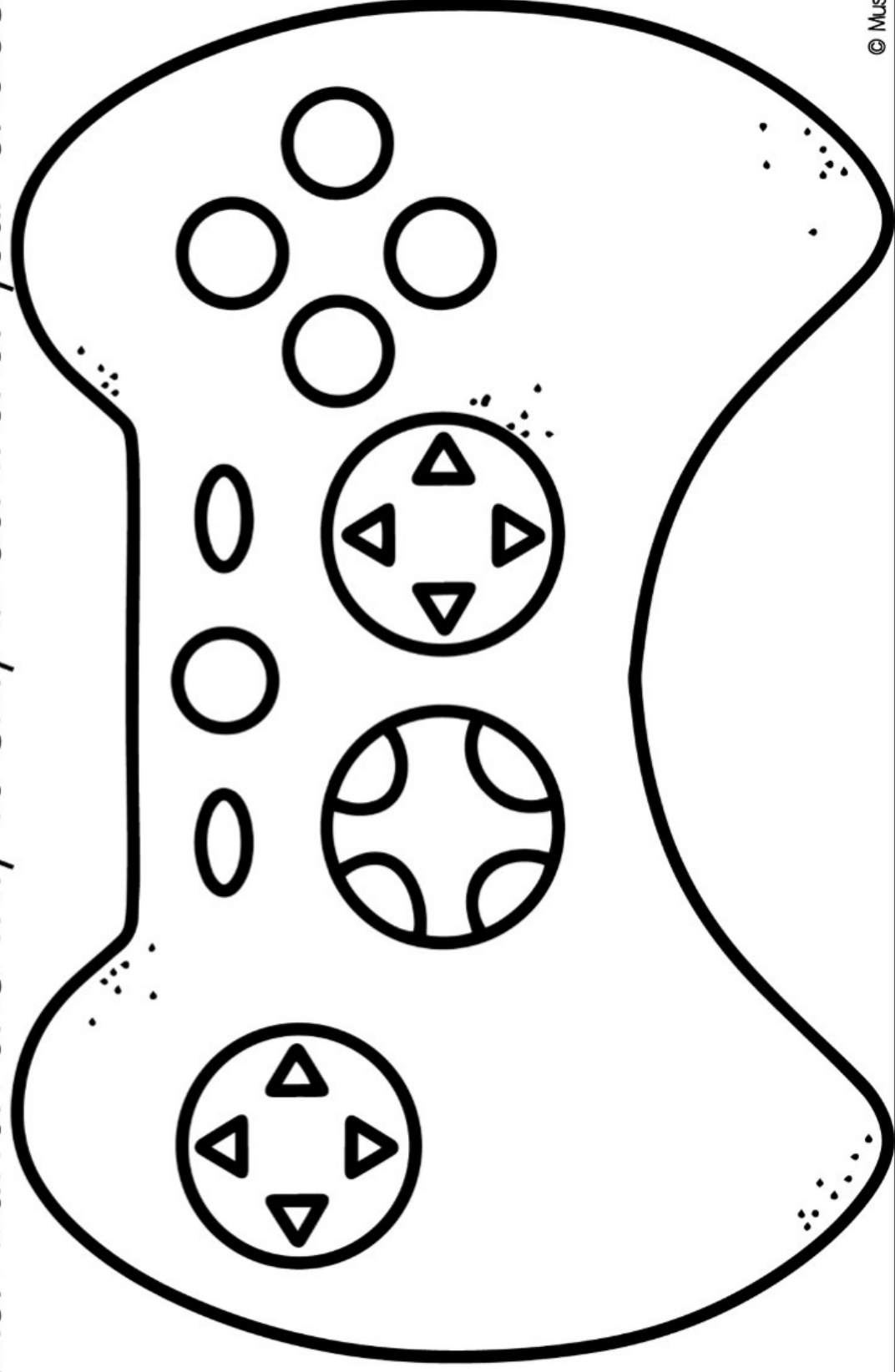
Maria made a mistake and you want to laugh.

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Name: _____

SELF-CONTROLLER

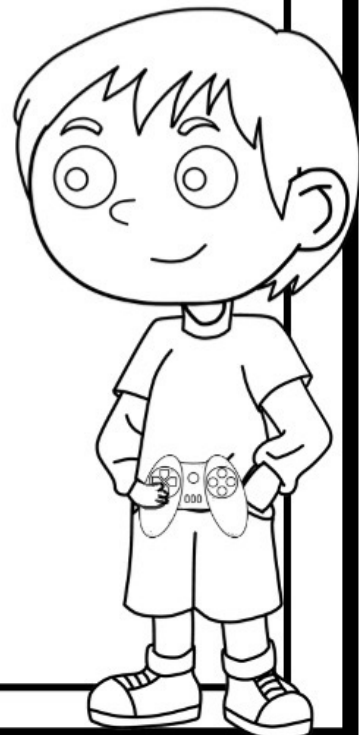
.....
Create your own self-control video game controller. Write on each button one way to stay in control of your choices.



Name: _____

SELF-CONTROL

Draw and write about a time when you stayed in control.

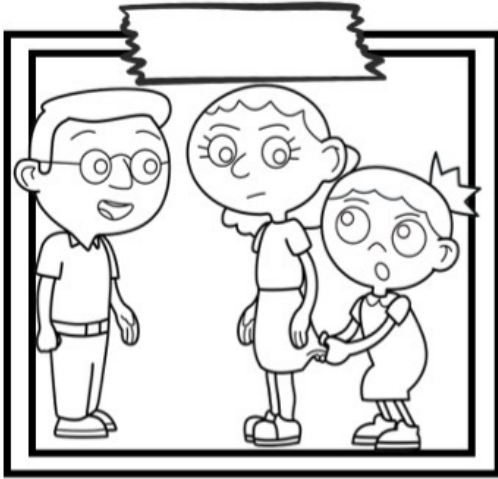


Name: _____

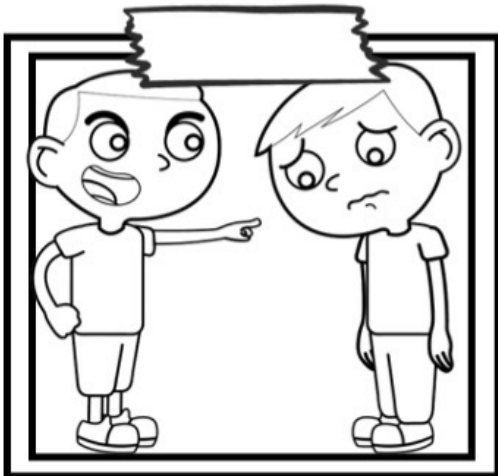
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SELF-CONTROL

These friends have lost control of their choices.
What could they do to practice self-control?



Juliette keeps interrupting her
parents' conversation.



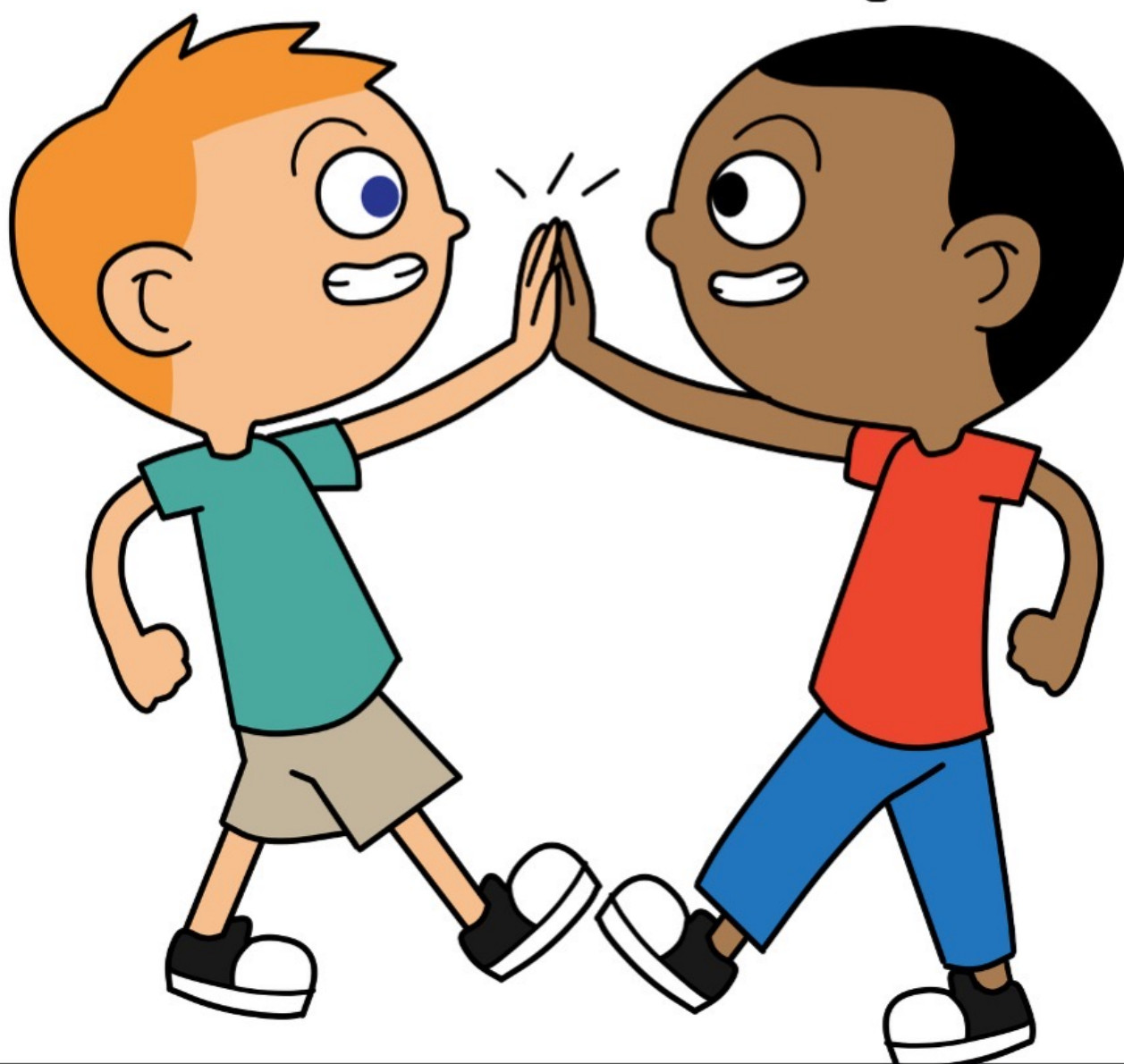
Jamal lost the game and started
yelling at Jimmy.



Carl skipped Maria in line at the
water fountain.

SESSION 6:

Level Up Our Friendships



SESSION 6: Level Up Our Friendships

SESSION GOALS:

- Students will learn how to be a friend, how to make friends, and how to keep friends.
- Students will learn 5 qualities of a good friend.
- Students will reflect on and discuss the friendship qualities that they value the most, look for in others, and want to work on.

ASCA ALIGNMENT:

- **M 1:** Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.
- **M 2:** Sense of acceptance, respect, support, and inclusion for self and others in the school environment.
- **B-SMS 1:** Responsibility for self and actions.
- **B-SS 2:** Positive, respectful and supportive relationships with students who are similar to and different from them.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment.

MATERIALS NEEDED:

- Group folders
- Each students' player profile + 1 friendship badge per student
- "Friendship Toolbox" poster
- 2 "Friendship Toolbox" tools posters
- 5 Friendship Tools (cut-out)
- Discussion Questions poster
- 1 black/white friendship toolbox per student
- Scissors
- Markers or crayons
- Pencils
- Glue stick

DIRECTIONS:

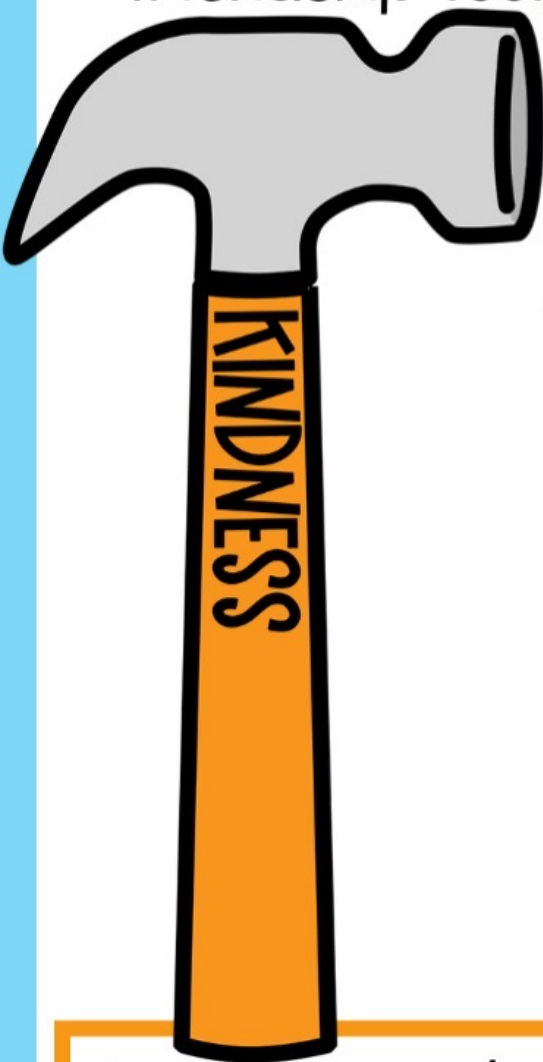
- Before students come to group:
 - Print the 3 "Friendship Toolbox" posters and Discussion Questions poster
 - Print the 5 "Friendship Tools" and cut them out
 - Print 1 black/white Friendship Toolbox per student
- Greet students and explain that today we will **"Level Up" our friendships by learning the qualities of a good friend.**
- You may choose to start each session with a **feelings check-in.** Ask students to share or point to how they're feeling on the **"How Are You Feeling?" poster.** Gauge their feelings about group, how their day is going, their mood, etc.
- Place the **5 friendship tools cut-outs** on the table. You can use these as props and to guide discussion.
- Show students the **"Friendship Toolbox" visual.** Explain that "Friends are like houses—we have to build them strong so they last a long time. Just like builders use tools to make a house, we use "friendship tools" to make our friendships strong."
- Explain that to **MAKE** and **KEEP** friends, we need to **BE** a friend! Show students the **"Friendship Toolbox" posters** and talk through how each tool helps us be a friend.
- Use the **"Discussion Questions" poster** to spark conversation with students. You may choose to have each student answer one question or open the floor for any student to answer the questions.
- Give each student a **black/white Friendship Toolbox.** Ask students to write their name on the line. This toolbox represents the friendship qualities that matter the most to that student and they most look for when making friends. Students use a pencil to write one friendship quality on each tool. They can write the same tools they learned in the lesson or create their own. Then, they can decorate their toolbox with crayons and markers, and cut it out.
- Once they finish, ask students to share their Friendship Toolbox with the group.
- Give each student their **"Friendship Badge"** and ask them to glue it onto their player profile.
- **Close** the session by saying that next week we will Level Up their problem-solving skills.



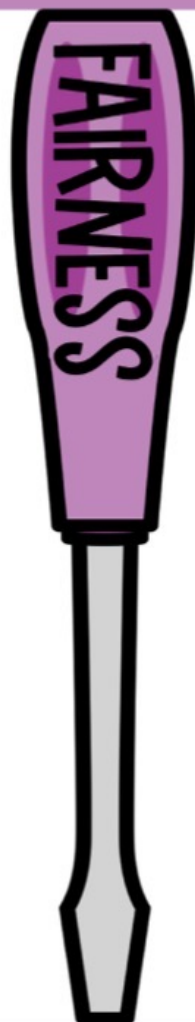
FRIENDSHIP TOOLBOX



Just like builders use tools to make a house, we use friendship tools to make our friendships strong.



Treat friends
equally. Take turns.
Include others.



Use your words to
build people up, not
knock them down.

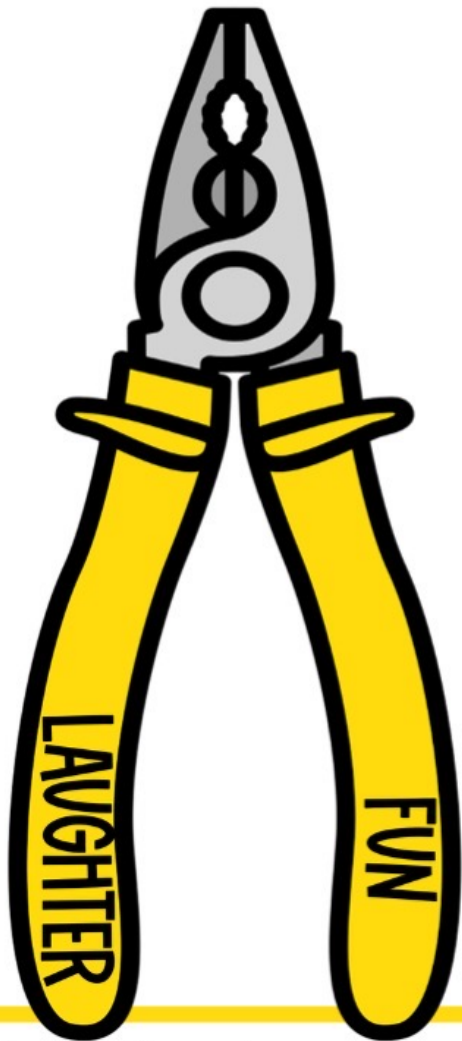


Look for ways to
make things easier
and better for others.

FRIENDSHIP TOOLBOX



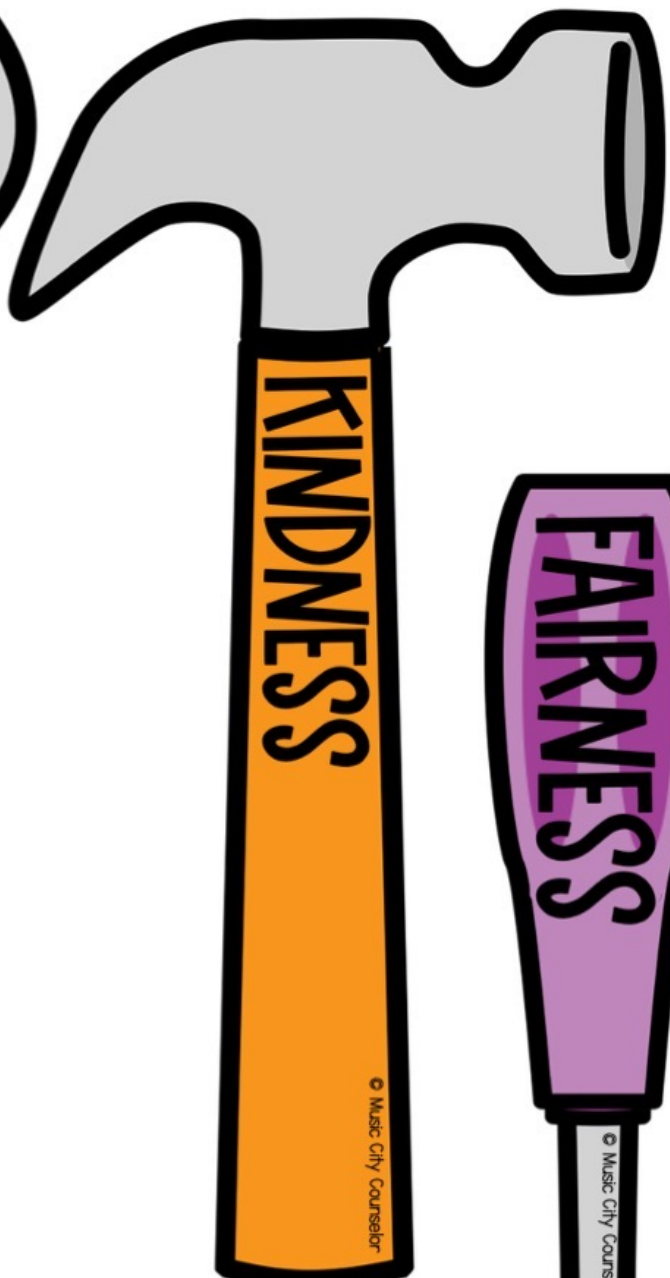
Just like builders use tools to make a house, we use friendship tools to make our friendships strong.



Tell silly jokes, play games, and make memories together.



Listen and use kind words. Make others feel seen and valued.

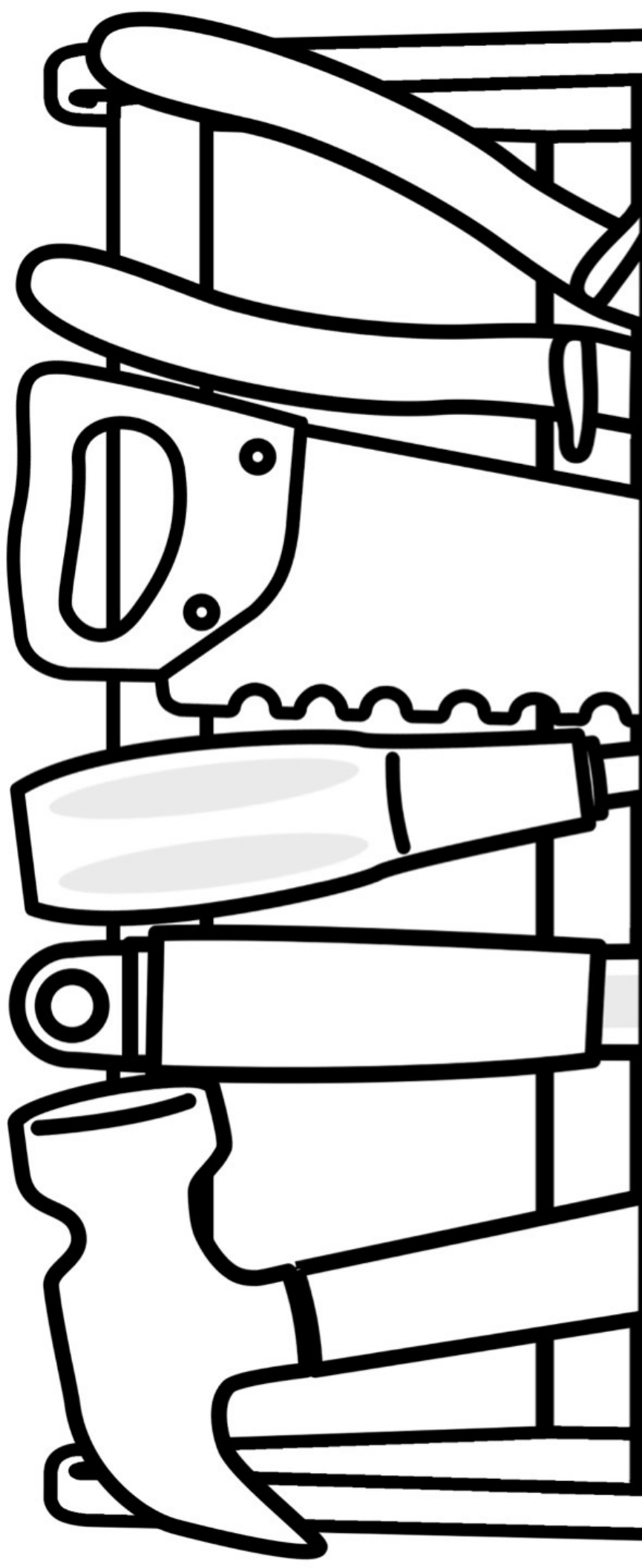


DISCUSSION

QUESTIONS



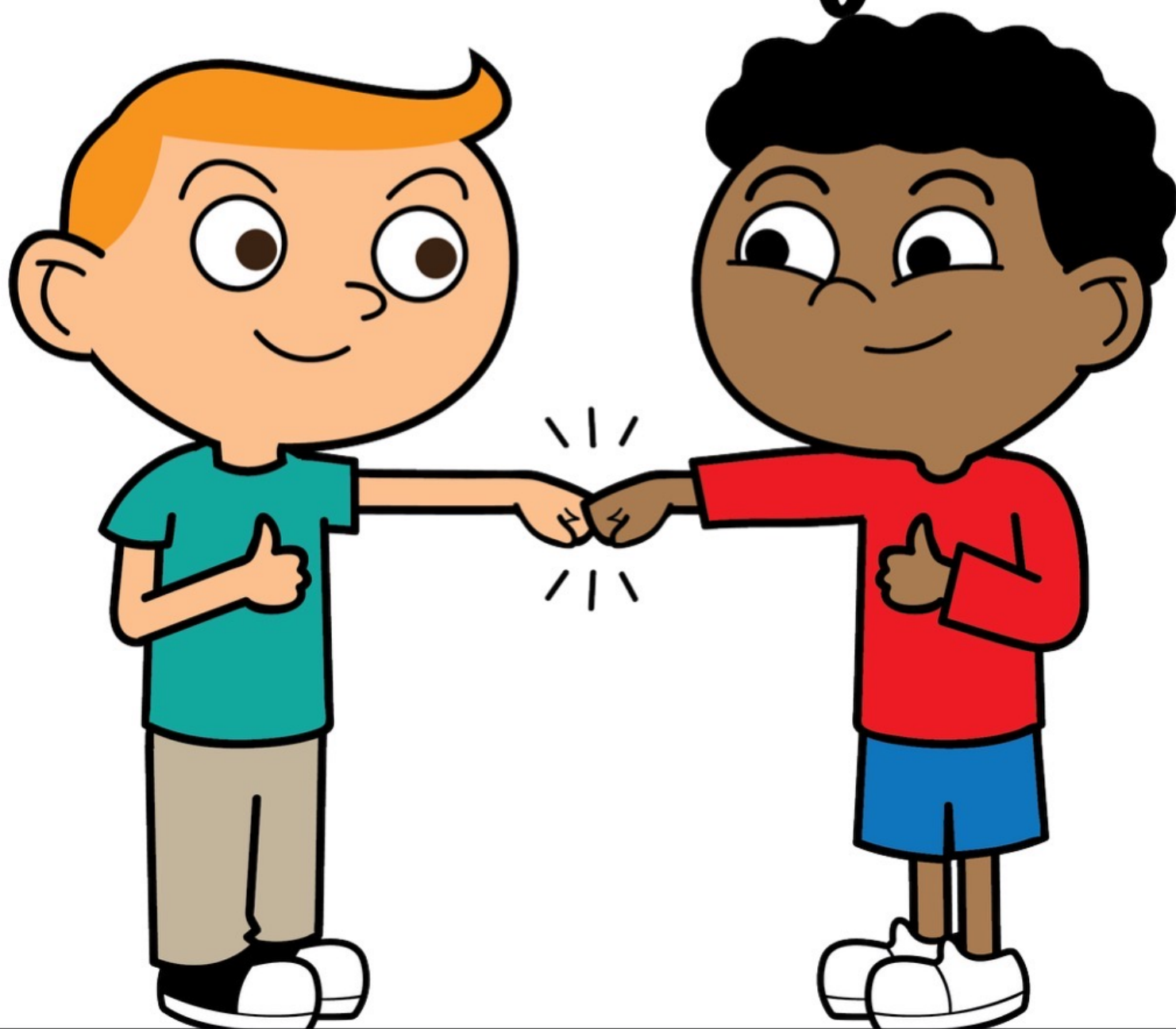
1. Which friendship tool is most important to you?
2. Which friendship tool do you value most?
3. Which friendship tool do you use the most?
4. Which friendship tool do you look for the most in others?
5. Which friendship tool are you the best at using?
6. Which friendship tool could you use more practice with?



's FRIENDSHIP TOOLBOX

SESSION 7:

Level Up Our Problem-Solving Skills



SESSION 7: Level Up Our Problem-Solving Skills

SESSION GOALS:

- Students will learn the definition of small problems.
- Students will learn 8 ways to solve small problems themselves.
- Students will practice solving small problems using relatable, hypothetical scenarios.

ASCA ALIGNMENT:

- **M 1:** Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.
- **M 2:** Sense of acceptance, respect, support, and inclusion for self and others in the school environment.
- **B-LS 2:** Creative approach to learning, tasks, and problem-solving.
- **B-SMS 1:** Responsibility for self and actions.
- **B-SMS 2:** Self-discipline and self-control.
- **B-SMS 7:** Effective coping skills.
- **B-SS 2:** Positive, respectful, and supportive relationships with students who are similar to and different from them.
- **B-SS 6:** Effective collaboration and cooperation skills.

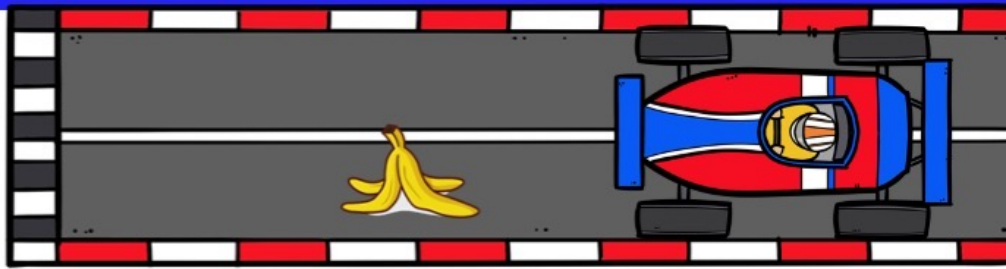
MATERIALS NEEDED:

- Group folders
- Each students' player profile + 1 problem-solving badge per student
- "Small Problems" poster
- "Steer Your Way to the Finish Line" poster
- "Steer Your Way to a Good Solution" poster
- 8 problem-solving skills cards (cut-out)
- 18 scenario racecars (cut-out)
- 1 coloring page or worksheet per student
- Markers or crayons
- Pencils
- Glue stick

DIRECTIONS:

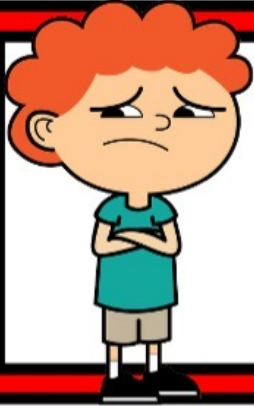
- Before students come to group:
 - Print the "Small Problems" poster, "Steer Your Way to the Finish Line" poster, and "Steer Your Way to a Good Solution" poster
 - Print the 8 problem-solving skills cards and cut them out
 - Print the 18 scenario racecars and cut them out
 - Print 1 worksheet or coloring page per student
- Greet students and explain that today we will **"Level Up" our problem-solving skills by learning 8 ways to solve small problems peacefully and respectfully. We're going to pretend to be racecar drivers today!**
- You may choose to start each session with a **feelings check-in**. Ask students to share or point to how they're feeling on the **"How Are You Feeling?" poster**. Gauge their feelings about group, how their day is going, their mood, etc.
- Show students the **"Small Problems" poster**. Explain that small problems are like little bumps on the racetrack. They bug and frustrate us and happen often, but are no big deal. The good news is that we can solve them ourselves!
- Show students the **"Steer Your Way to the Finish Line" poster**. Explain that just like a racecar driver steers his racecar to the finish line, we "steer" our way towards the best solution to solve our small problem.
- Show students the **"Steer Your Way to a Good Solution" poster**. Explain that this racecar wheel teaches us 8 ways to "steer our way" towards good solutions to small problems. Place the 8 problem-solving skills cards on the table. As you explain each problem-solving skill on the wheel, use the text on the card to explain it to students.
- After you talk through all 8 problem-solving skills, place the scenario racecars in a pile on the table. Ask students to take turns drawing one, reading it aloud to the group, and choosing which problem-solving skill from the wheel would best solve that problem. Generate a discussion among group members about the scenario, strategy chosen, etc.
- Choose either the **wheel coloring page** or the **problem-solving skills worksheet** to close the lesson.
- Give each student their **"Problem-Solving Skills Badge"** and ask them to glue it onto their player profile.
- **Close** the session by saying that next week we continuing our work on problem-solving skills and Level Up our I-Messages.

SMALL

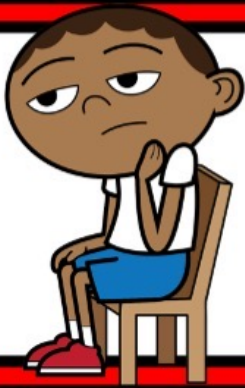


PROBLEMS

are like little bumps on the racetrack.



They bug and
frustrate us.



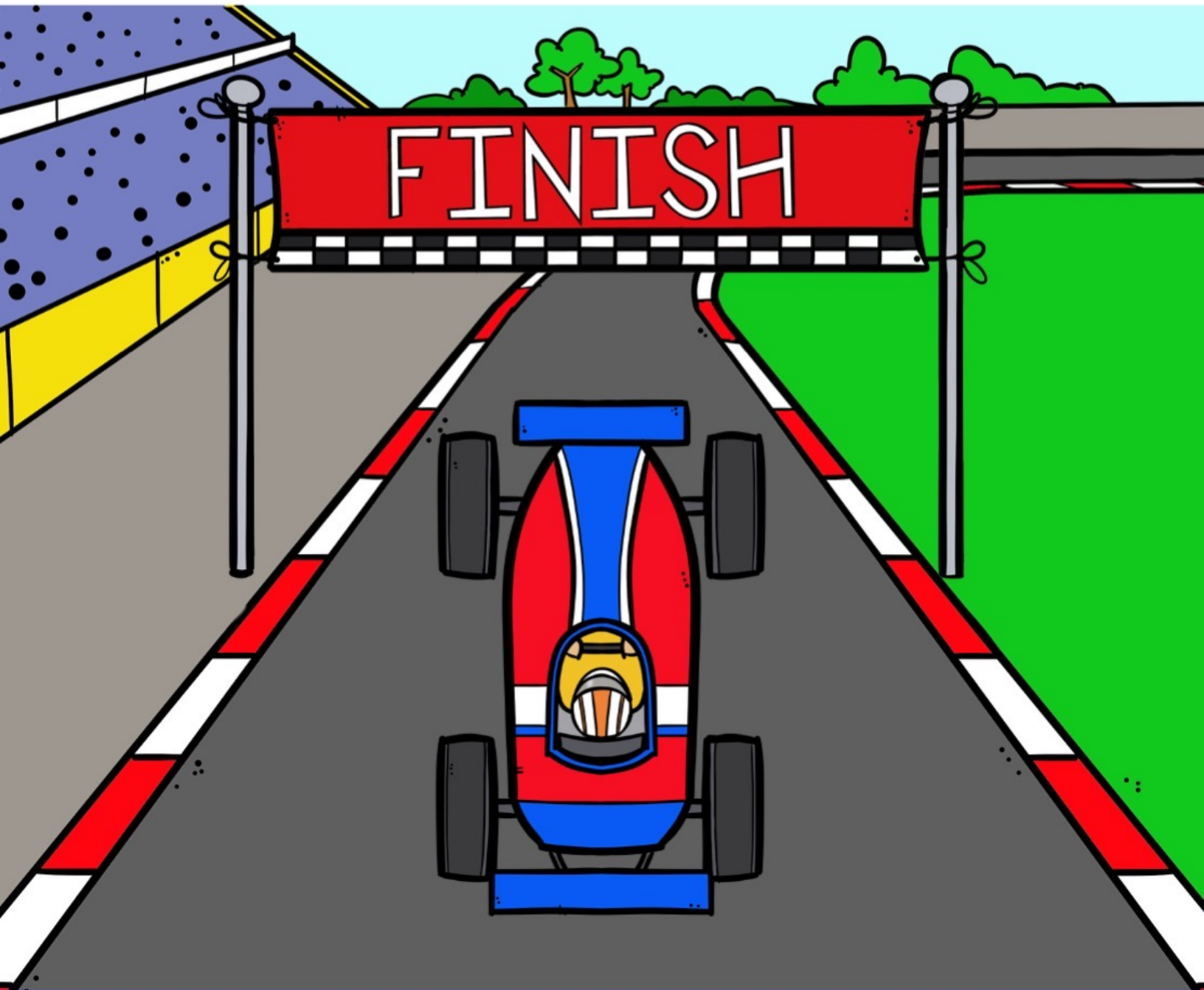
They happen often,
but are no big deal.

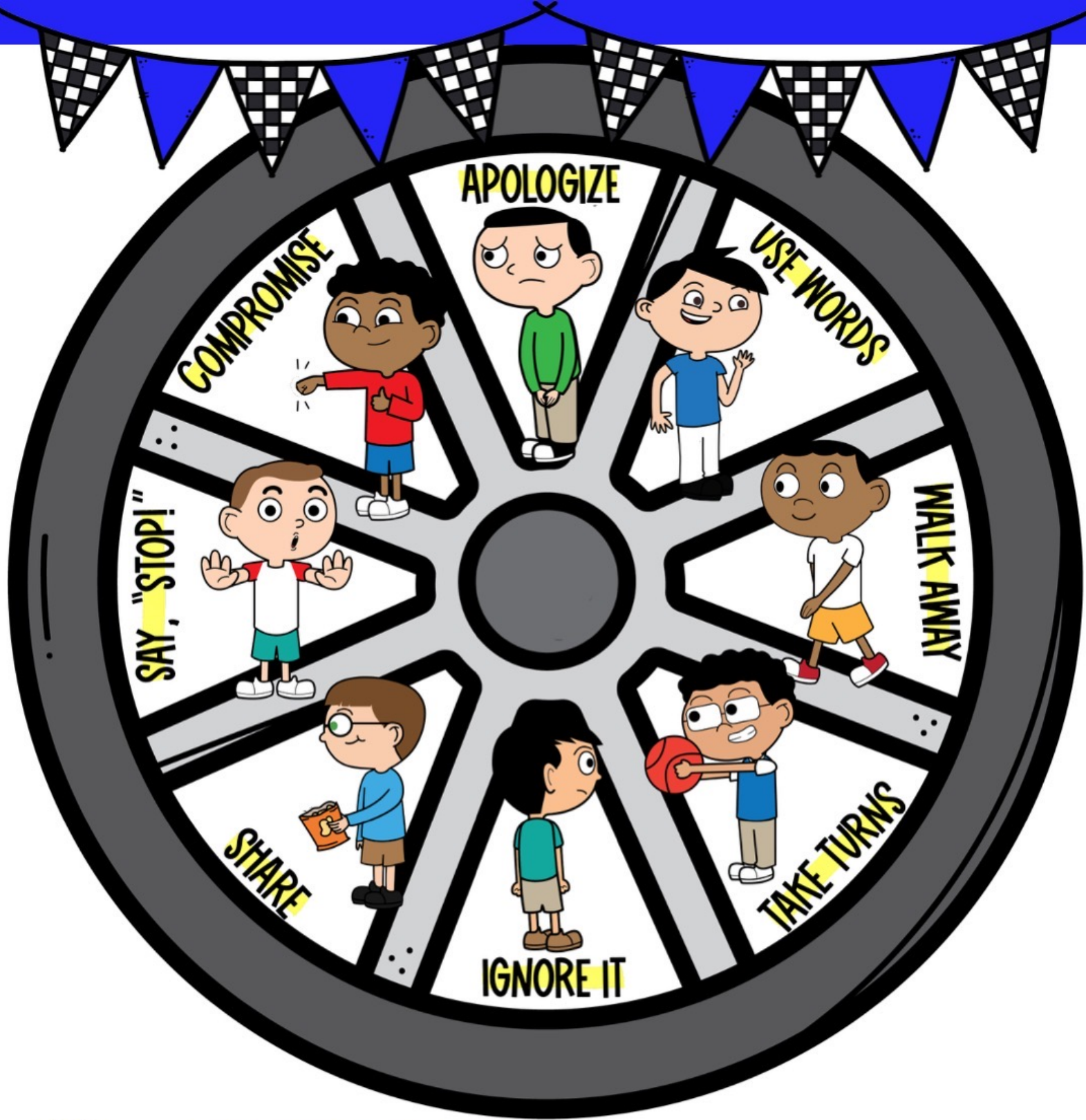


We can solve
them ourselves!

STEER YOUR WAY TO THE FINISH LINE

When faced with a small problem,
choose the best solution!



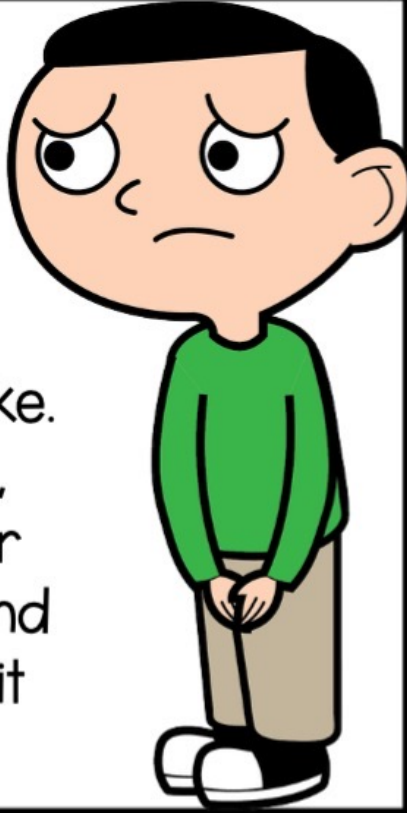


**STEER YOUR WAY
TO A GOOD SOLUTION!**

APOLOGIZE

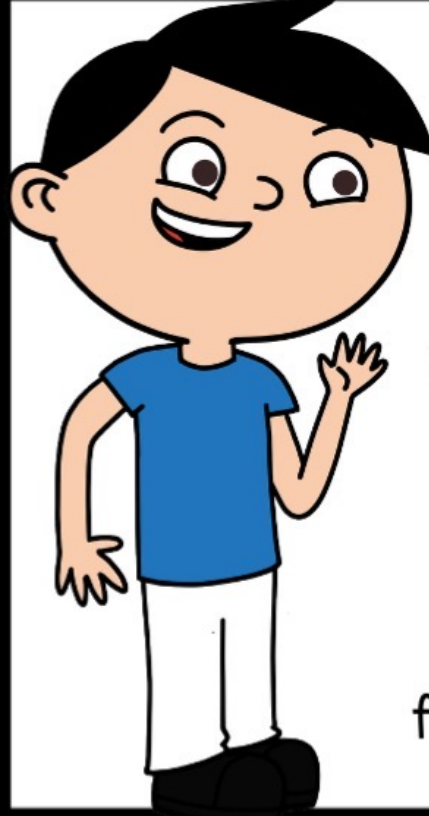
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Say you're sorry when you've hurt someone's feelings or made a mistake. You can say, "I'm sorry for what I did," and try to make it right.



USE YOUR WORDS

Explain how you feel and what you need. This helps others understand you so you can work together to find a solution.

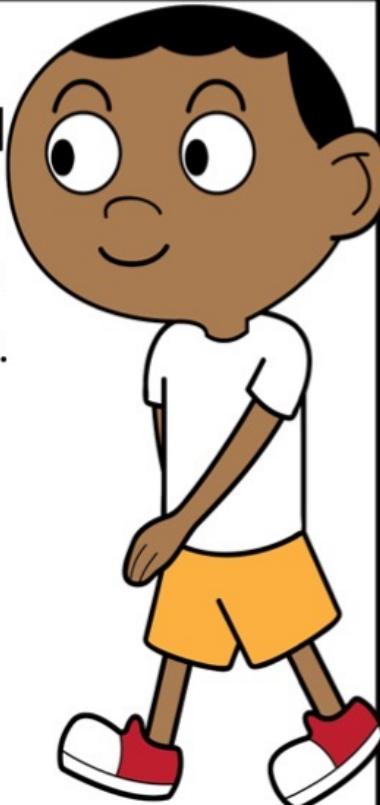


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WALK AWAY

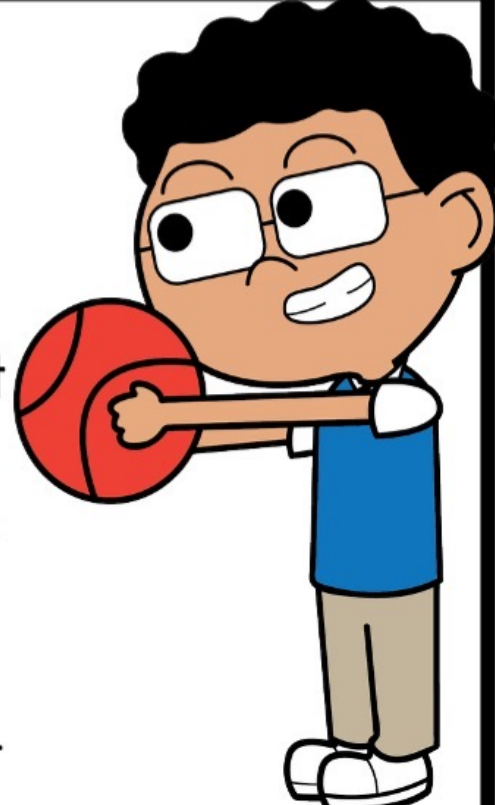
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If a problem makes you feel upset, walk away and give yourself space. This helps you calm down so you can think clearly and make a good choice.



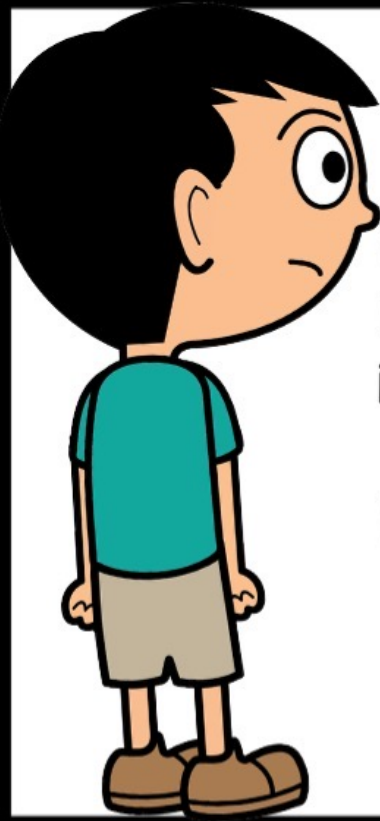
TAKE TURNS

Let each person have a chance to play. Let others go first. Make sure everyone has a turn.



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IGNORE IT



If a problem isn't hurting anyone, ignore it. By not giving it attention, you can keep having fun and move on to something better.

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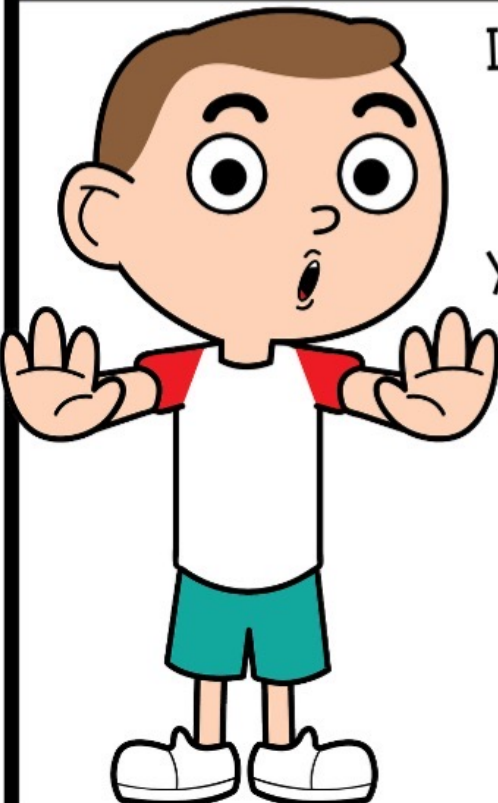
SHARE

Let someone else use or have part of what you have so you can both enjoy it. Sharing shows kindness and respect.



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SAY, "STOP!"

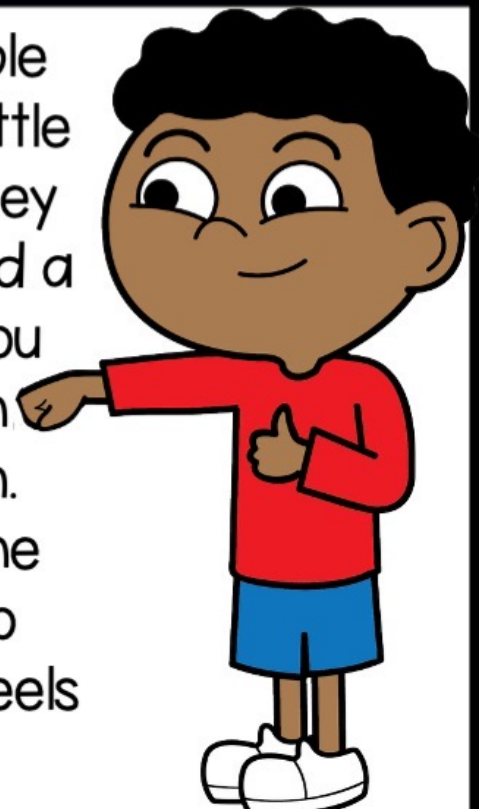


If someone is bothering you, look at them and say, "Please stop," in a calm and strong voice.

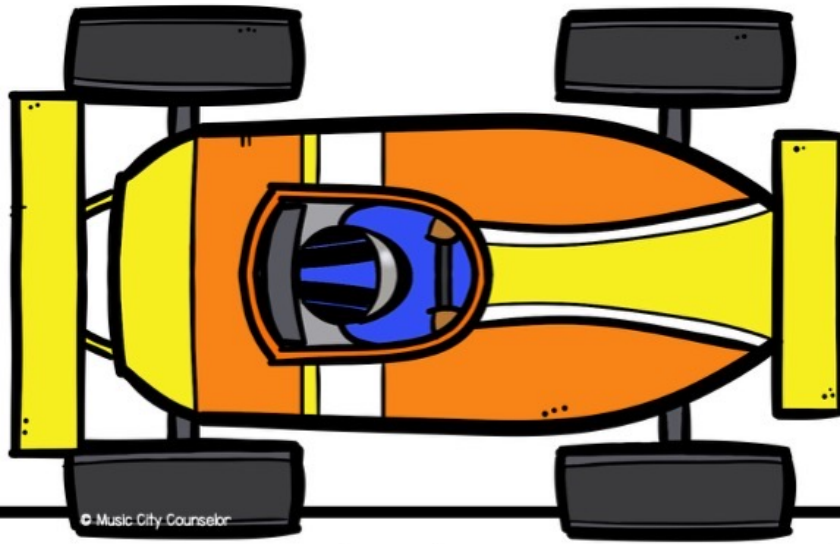
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COMPROMISE

Both people give up a little of what they want to find a solution you can both agree on. Meet in the middle so everyone feels okay.

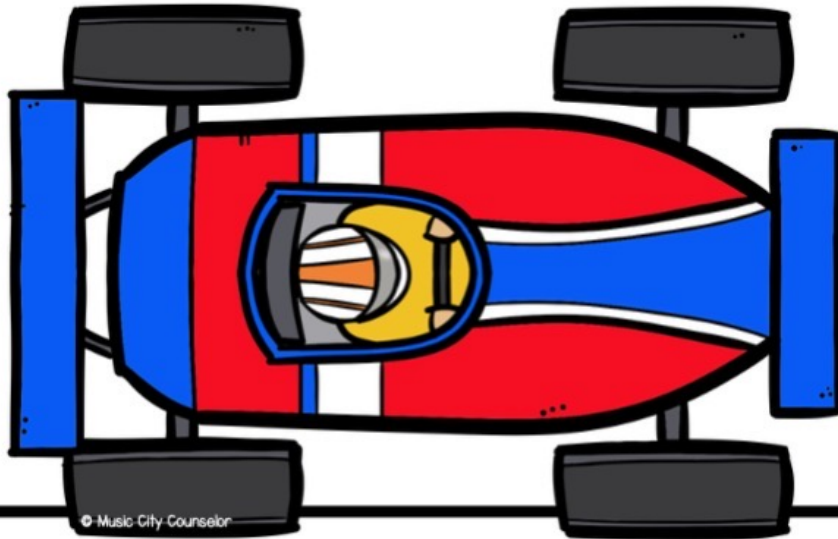


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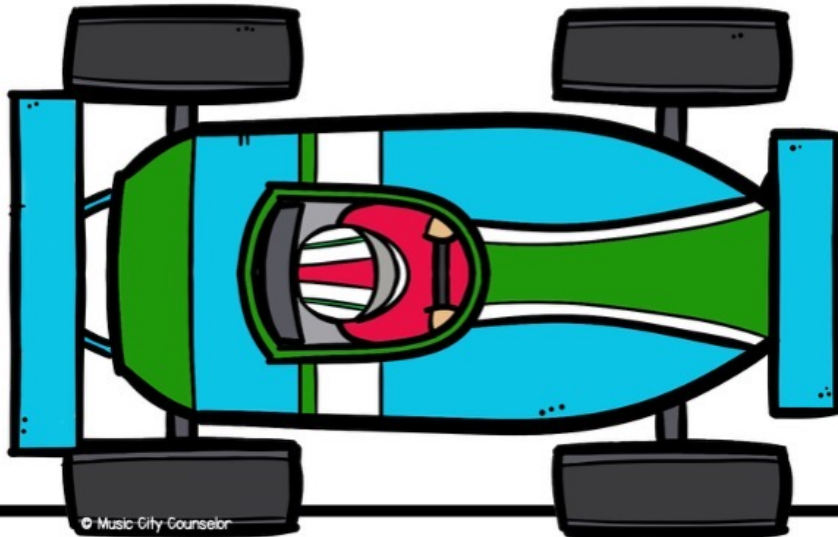
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Harmony took your pencil.



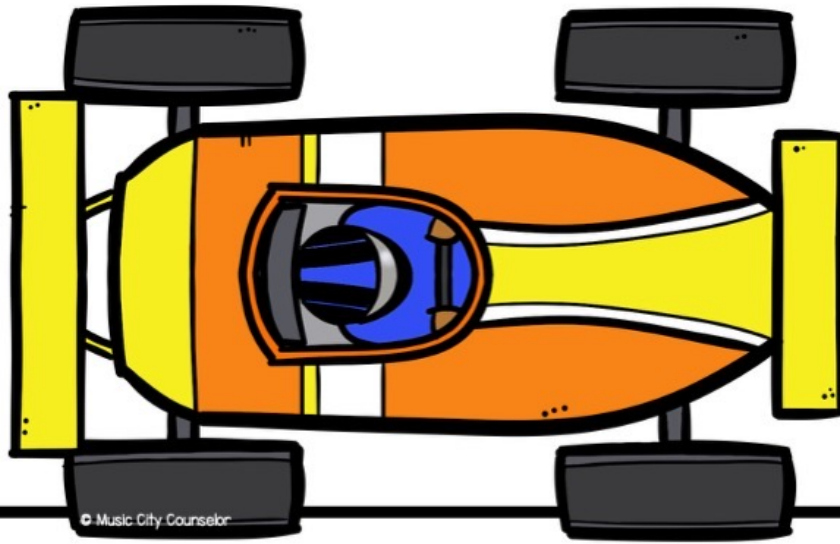
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Kari won't let you swing.

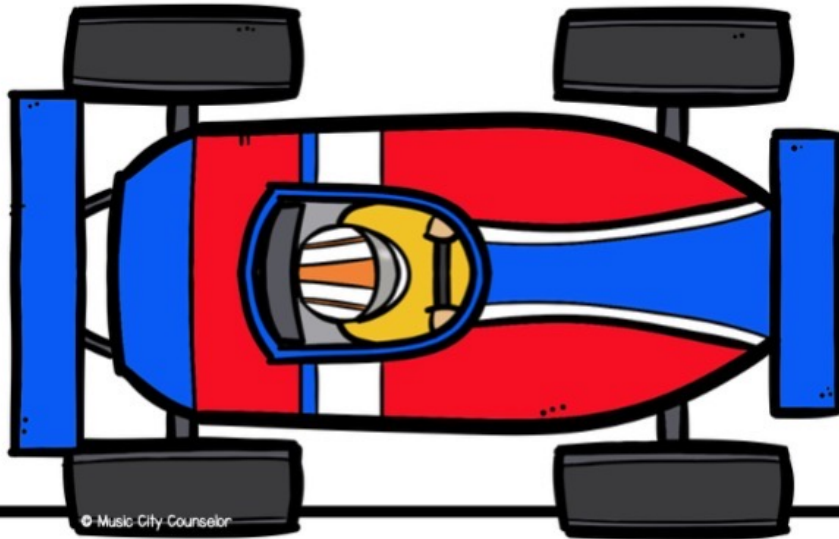


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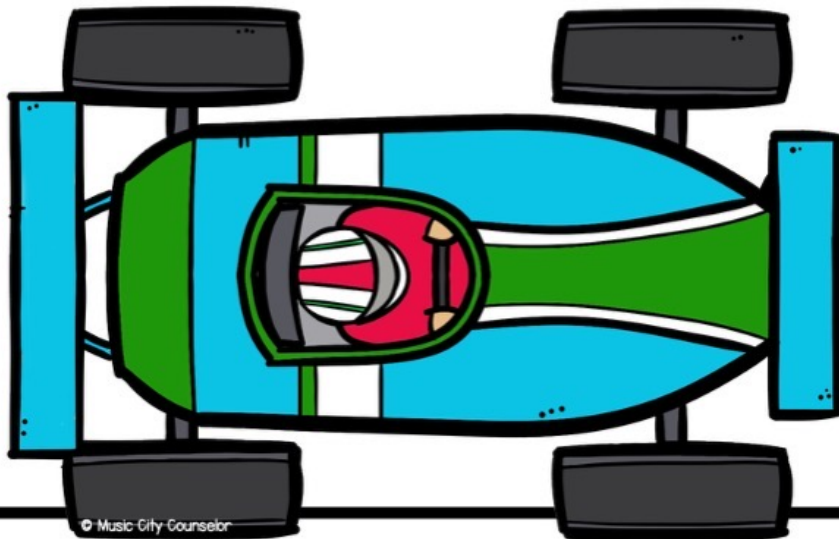
Mateo skipped you in line.



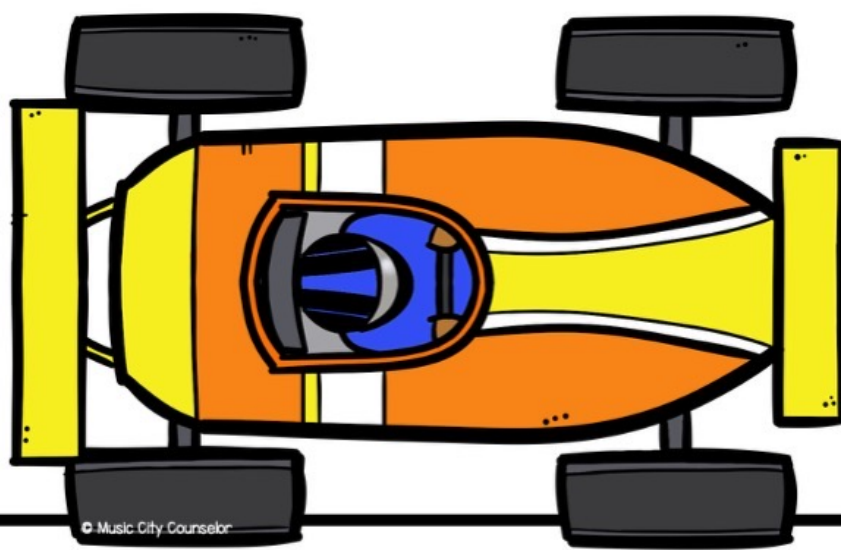
Kenny keeps making noises.



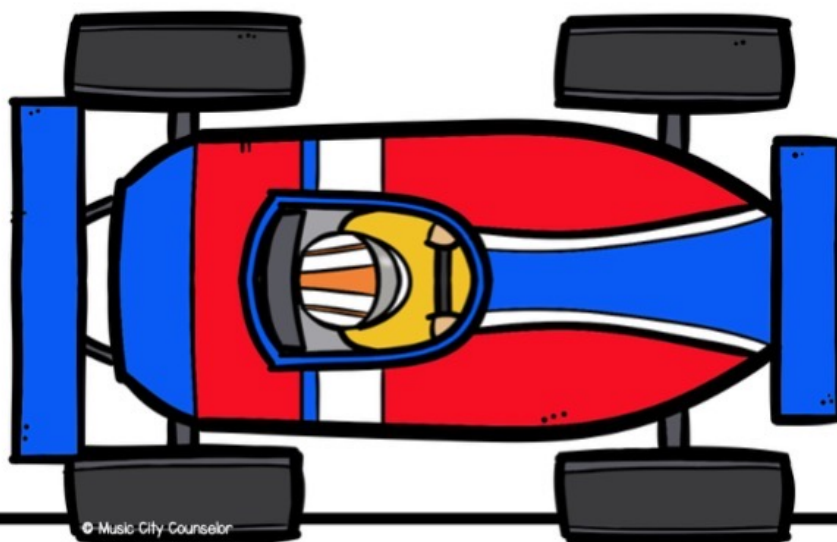
Finn won't let you play.



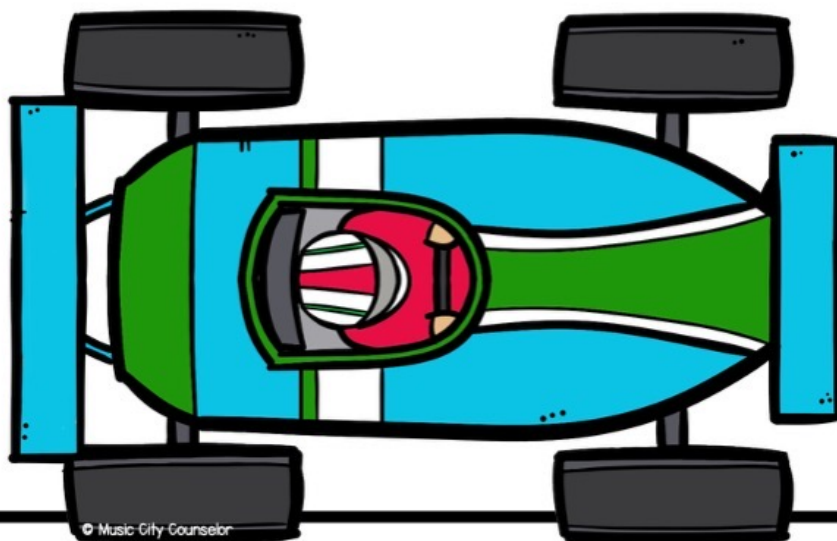
Everett used mean words.



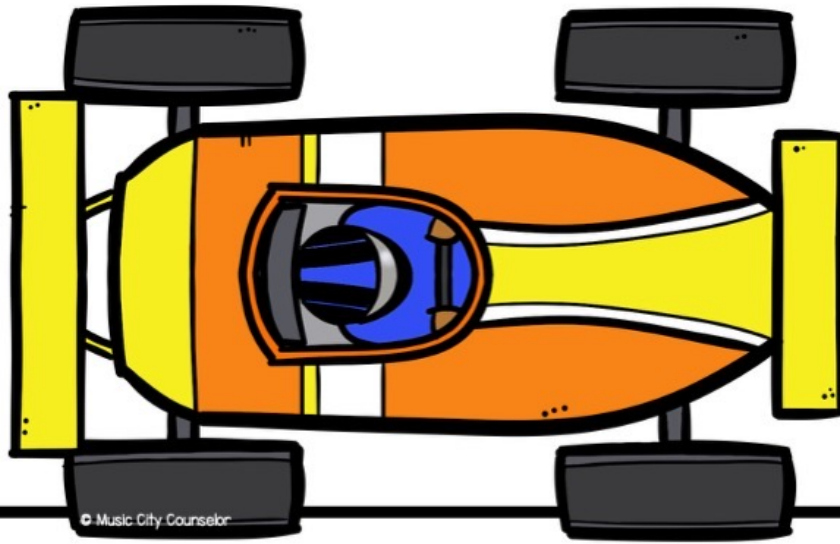
You bumped into Jonathan.



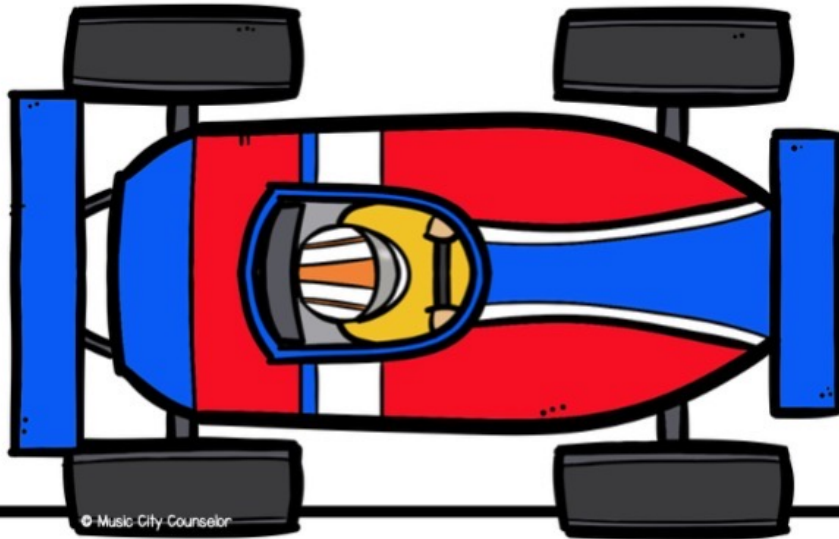
You and Ken want the same toy.



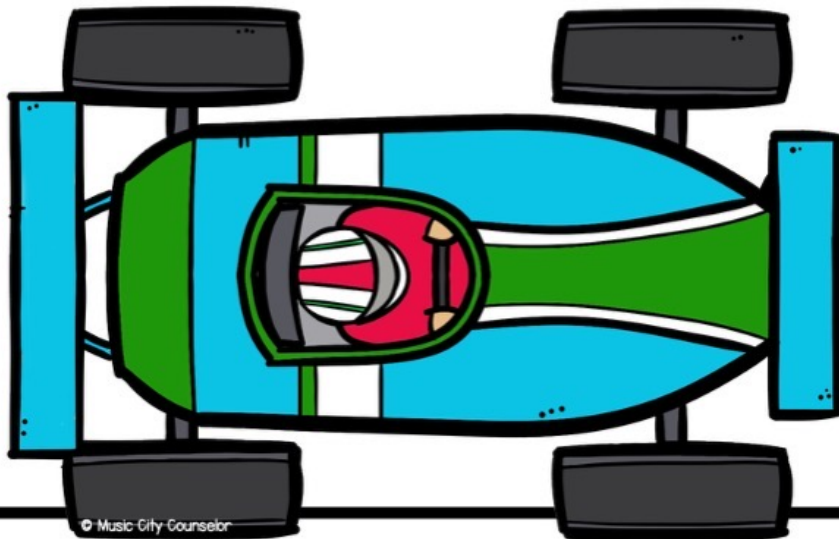
Barty took your library book.



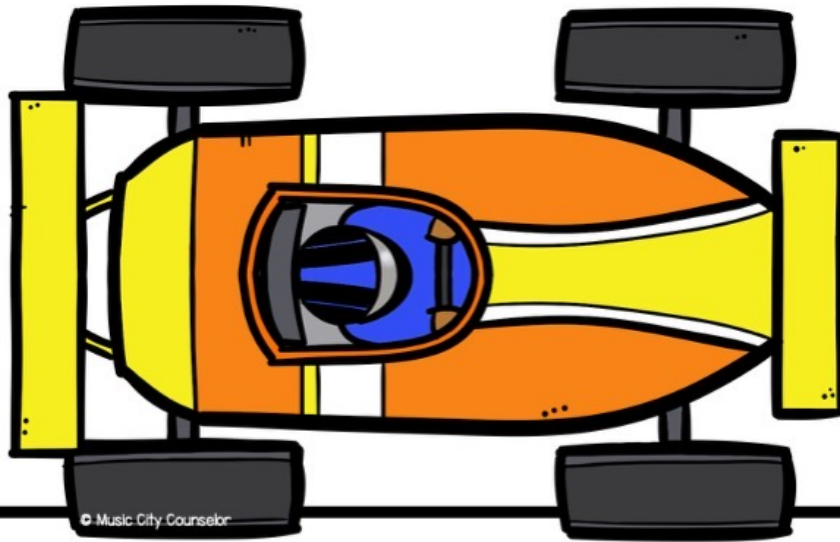
You want to slide, but Mikey doesn't.



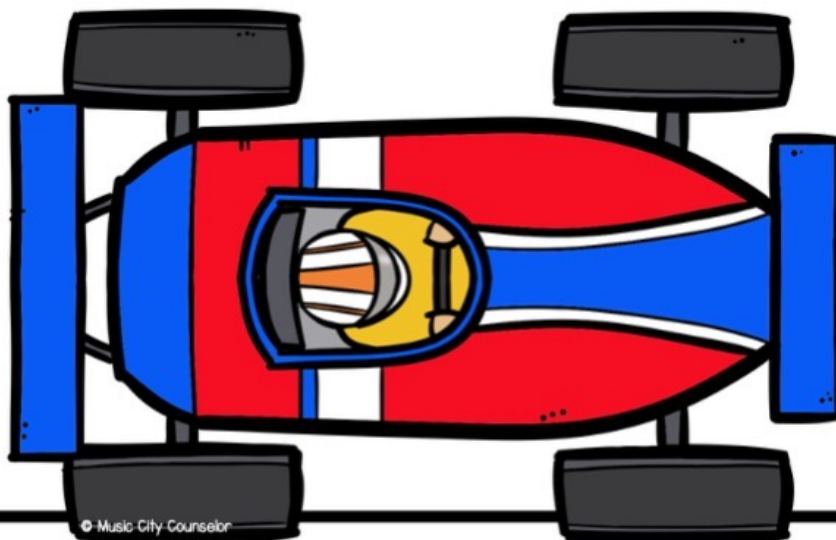
José isn't playing by the rules.



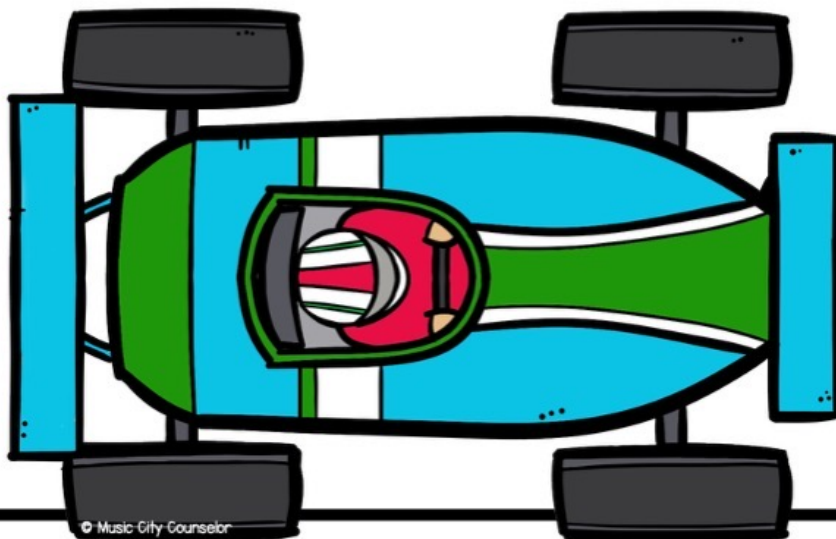
Melissa took your eraser.



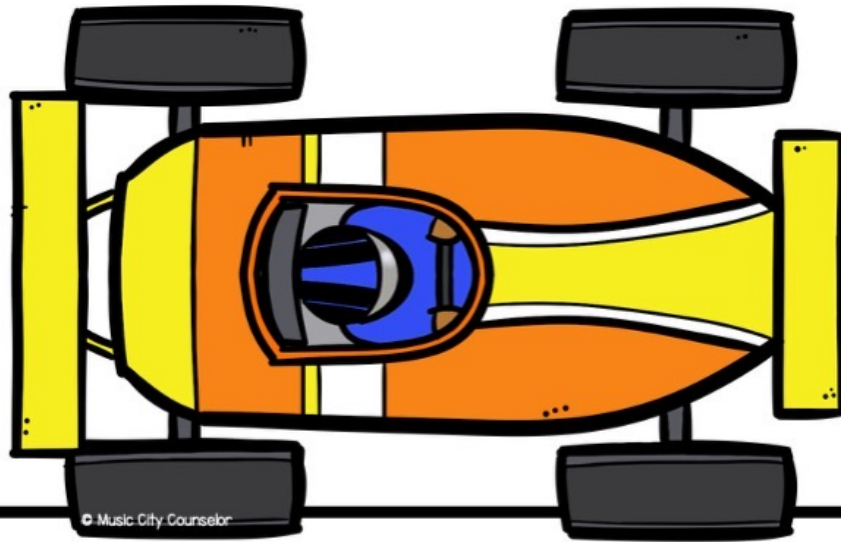
Jim won't share the crayons.



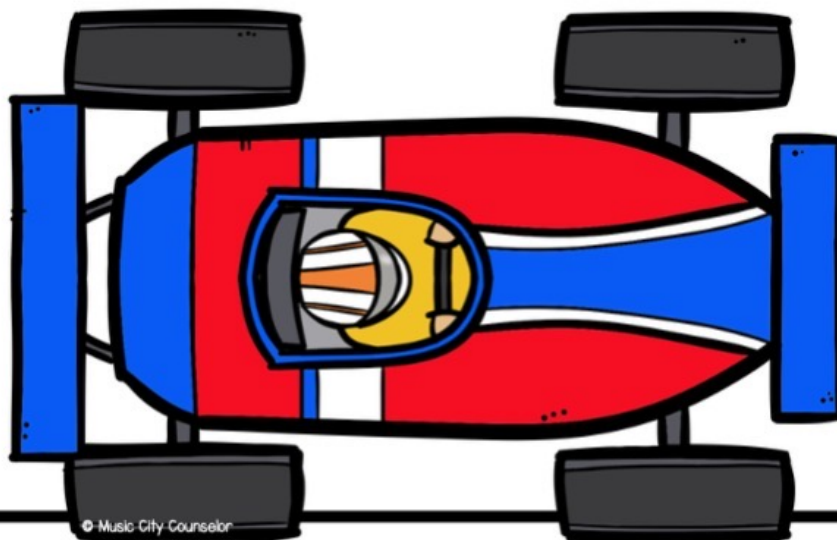
Ashley won't include you.



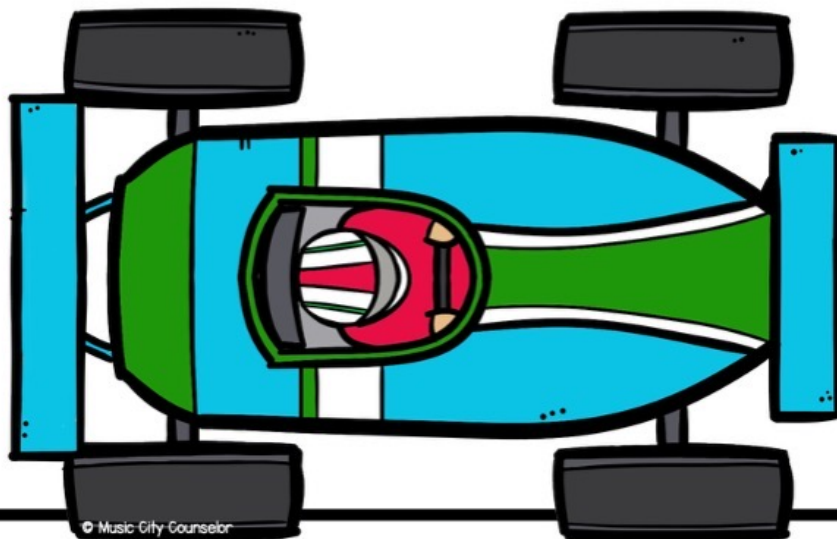
Sasha keeps tapping her pen.



Wyatt won't let you go first.



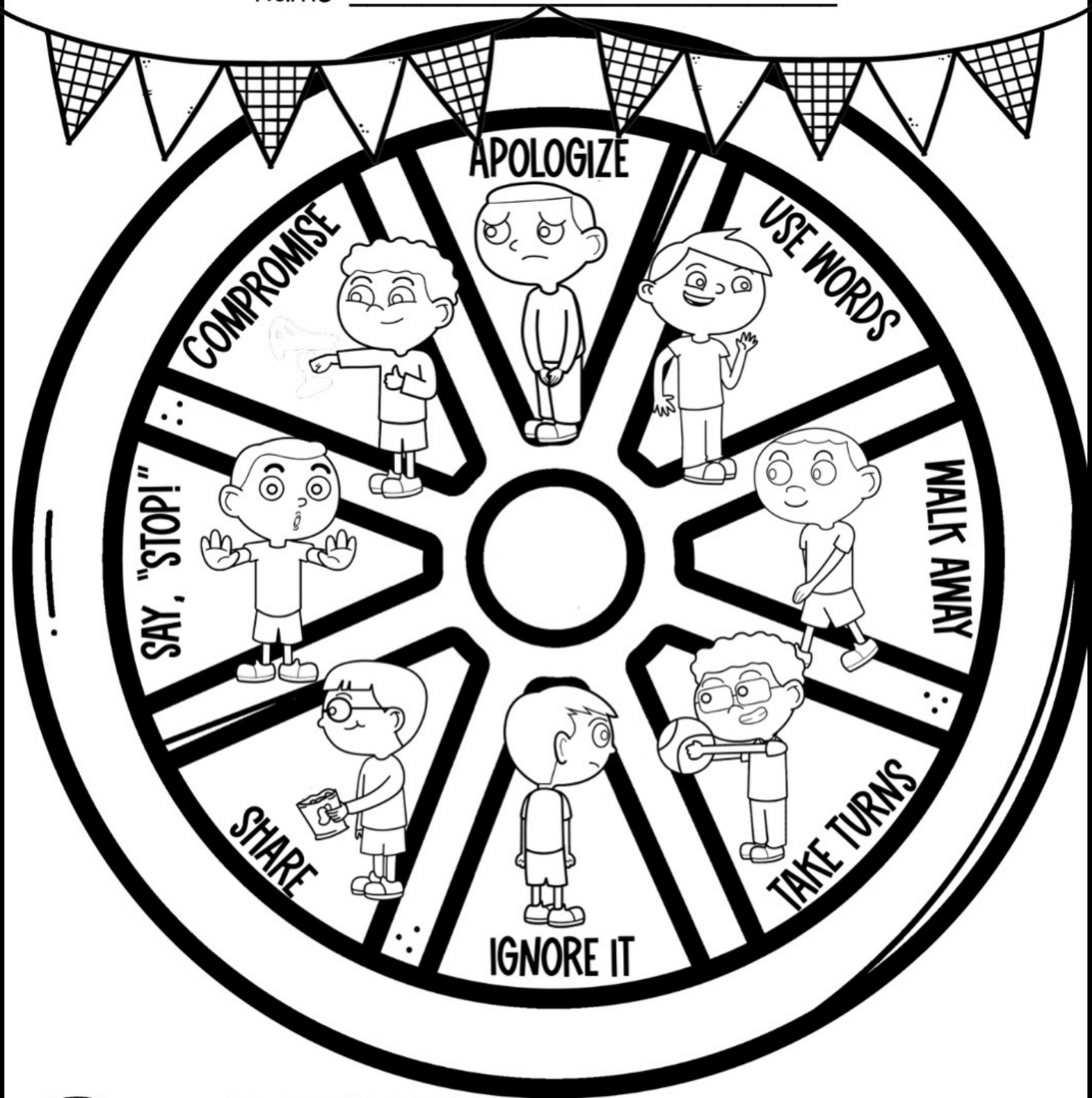
Gabby won't sit with you.



Marley didn't invite you to his party.

Name: _____

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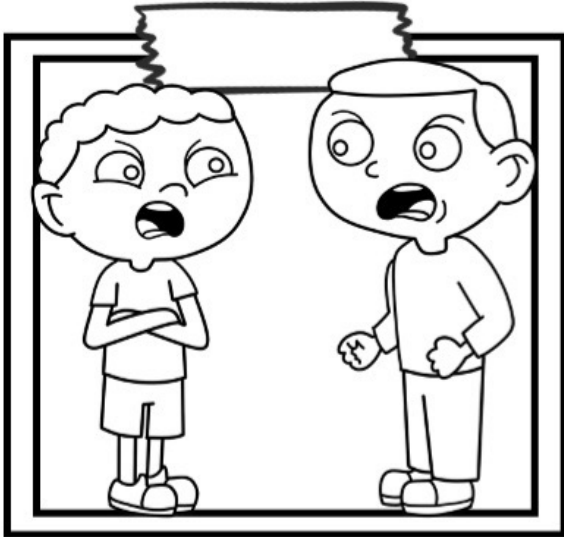
STEER YOUR WAY TO A GOOD SOLUTION!

Name: _____

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PROBLEM-SOLVING SKILLS

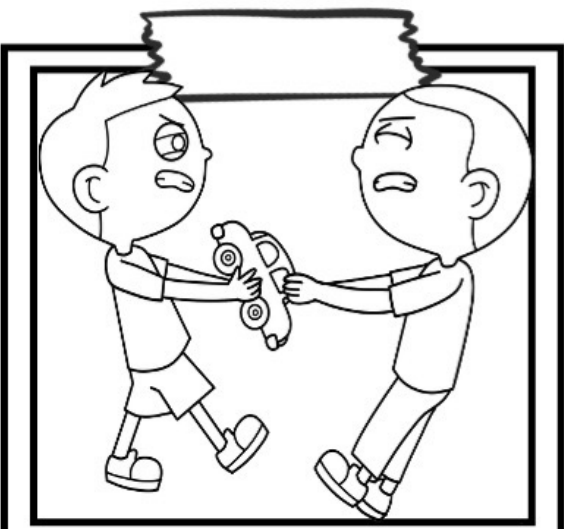
How could you solve these small problems?



Your brother kept arguing with you.



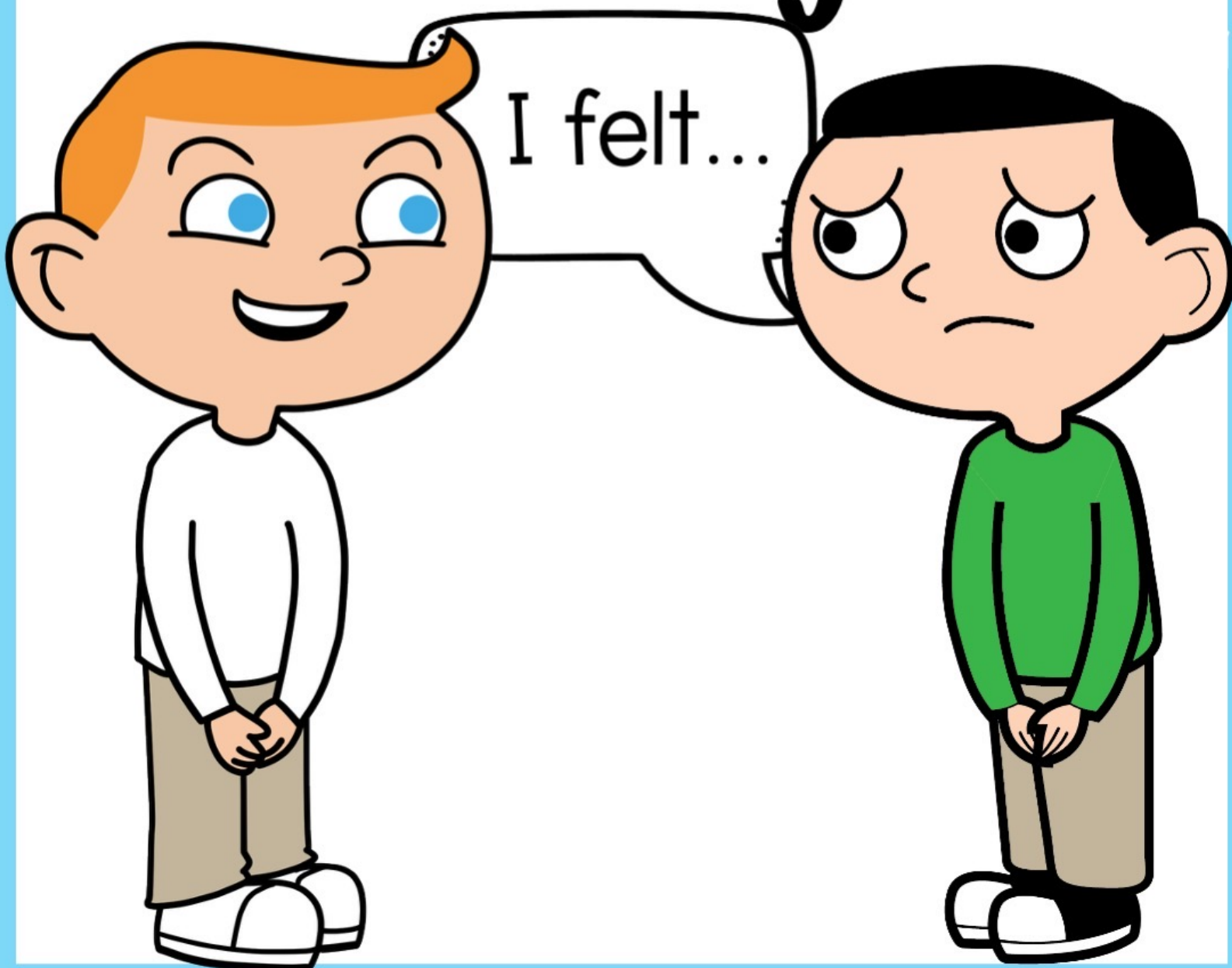
Elliott didn't invite you to his birthday party.



Horatio wouldn't share the toy car.

SESSION 8:

Level Up Our I-Messages



SESSION 8: Level Up Our I-Messages

SESSION GOALS:

- Students will learn that I-Messages help them be peaceful problem-solvers.
- Students will learn the 3-step process for using an I-Message.
- Students will practice using I-Messages with relatable, hypothetical scenarios.

ASCA ALIGNMENT:

- **M1:** Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.
- **M2:** Sense of acceptance, respect, support, and inclusion for self and others in the school and environment.
- **B-SMS 2:** Self-discipline and self-control.
- **B-SMS 7:** Effective coping skills.
- **B-SS 1:** Effective oral and written communication skills and listening skills.
- **B-SS 8:** Advocacy skills for self and others and ability to assert self, when necessary.

MATERIALS NEEDED:

- Group folders
- Each students' player profile + 1 I-Messages badge per student
- Drive-Thru poster
- Printed and glued together tray
- "I-Messages Express" poster
- Printed fries, cheeseburger, and soda
- Printed "I felt," "when," and "can you please?" cards
- 1 "I-Messages Express" worksheet (choice of 2) or coloring page per student
- Tape
- Markers or crayons
- Pencils
- Hook-and-loop fastener dots
- Glue stick

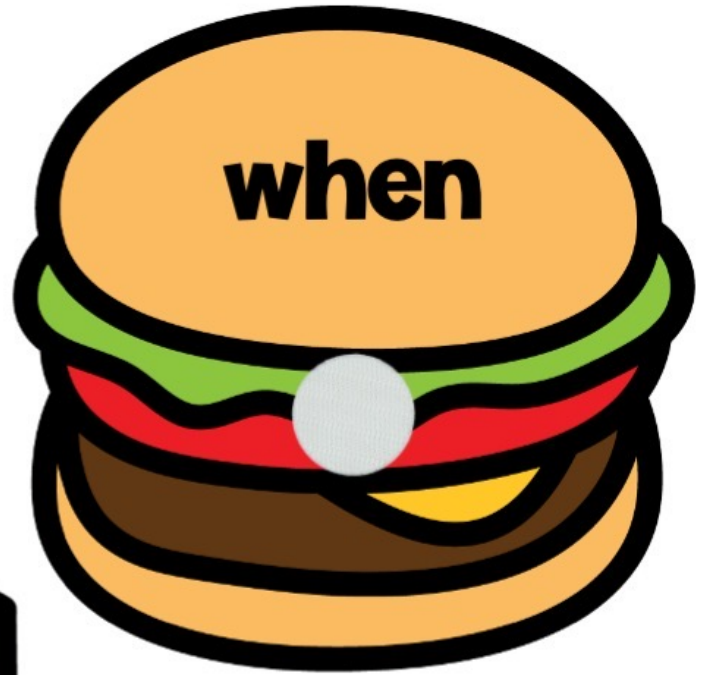
DIRECTIONS:

- Before students come to group:
 - Print the Drive-Thru poster, tray, I-Messages express poster, fries, "I felt" cards, cheeseburger, "when" cards, soda, and "Can you please?" cards
 - Cut out the tray, fries, cheeseburger, soda, and cards
 - Tape or glue the tray together as shown in the sample
 - Place one side of a hook-and-loop fastener dot on the fries, cheeseburger, and soda as shown in the directions. Place the other side of the hook-and-loop fastener dot on the back of each card.
 - Print 1 I-Messages worksheet per student (choice of 2) for upper elem. or 1 coloring page per student for lower elem.
- Greet students and explain that today we will **"Level Up" our problem-solving skills by learning how to communicate our feelings, experiences, and needs with I-Messages.** We'll "visit" a fast-food restaurant called the I-Messages Express!
- You may choose to start each session with a **feelings check-in.** Ask students to share or point to how they're feeling on the **"How Are You Feeling?" poster.** Gauge their feelings about group, how their day is going, their mood, etc.
- Show students the **Drive-Thru poster.** Explain that we're going to pretend to eat at a fast-food restaurant today called "I-Messages Express." Point out the menu that shows the 3-step process to using an I-Message. Each fast-food item represents one step to using an I-Message.
- Show students the **"I-Messages Express" poster.** Use it to teach the 3-step process to using an I-Message.
- Please lay out the **cards** on a table in front of students. Please keep them separated by color in 3 sections. Please put the **fries, cheeseburger, and soda on the tray** in a line.
- Students can take turns playing the game. First, they choose a blue "when" card. They place it on the hook-and-loop fastener dot on the "when" cheeseburger. Then, they choose a red "I felt" card that shows how they would feel if the small problem on the "when" card happened to them. They place it on the hook-and-loop fastener dot on the "I felt" fries. Then, they choose a yellow "can you please" card that would help them solve the small problem and place it on the soda. Finally, they read aloud the I-Message they have created.
- Choose one of two included **worksheets** or the coloring page to use with students. Please choose the worksheet or coloring page that best fits the needs and abilities of your students and the amount of time you have. The worksheets offer additional I-Messages practice.
- Give each student their **"I-Messages Badge"** and ask them to glue it onto their player profile.
- **Close** the lesson by saying that next week we will be focusing on self-esteem and pretend to be superheroes!

SAMPLE I-MESSAGES EXPRESS EXPRESS ACTIVITY



HOOK AND LOOP FASTENER DOTS GO HERE

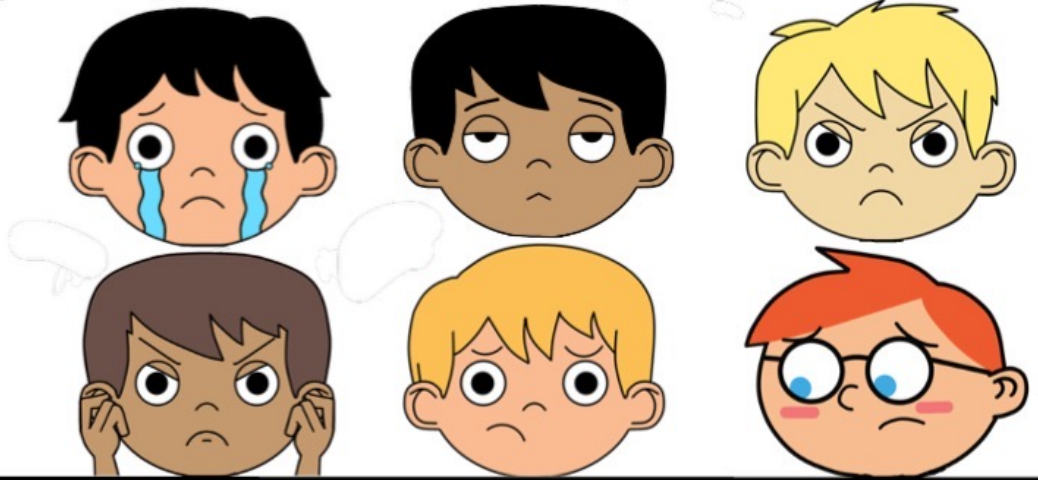


AND ON THE BACK OF EACH CARD



I-MESSAGES EXPRESS

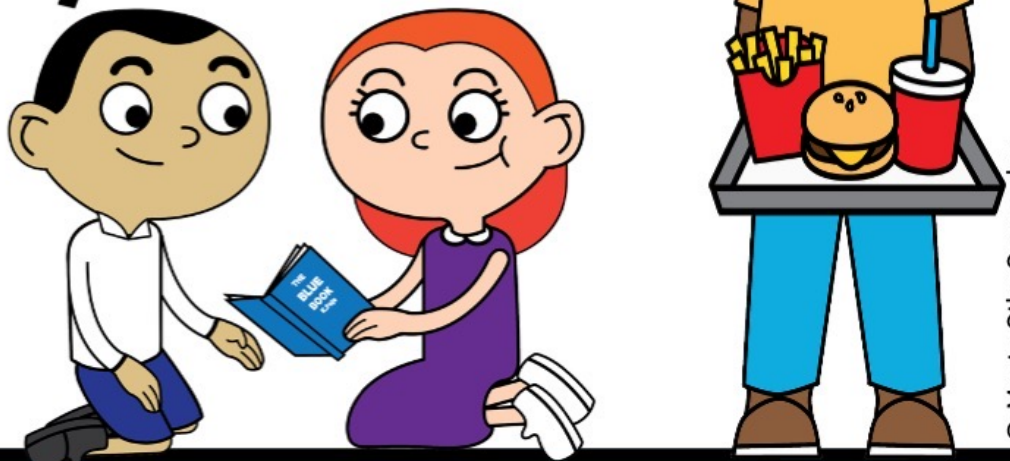
1) Explain how you feel.

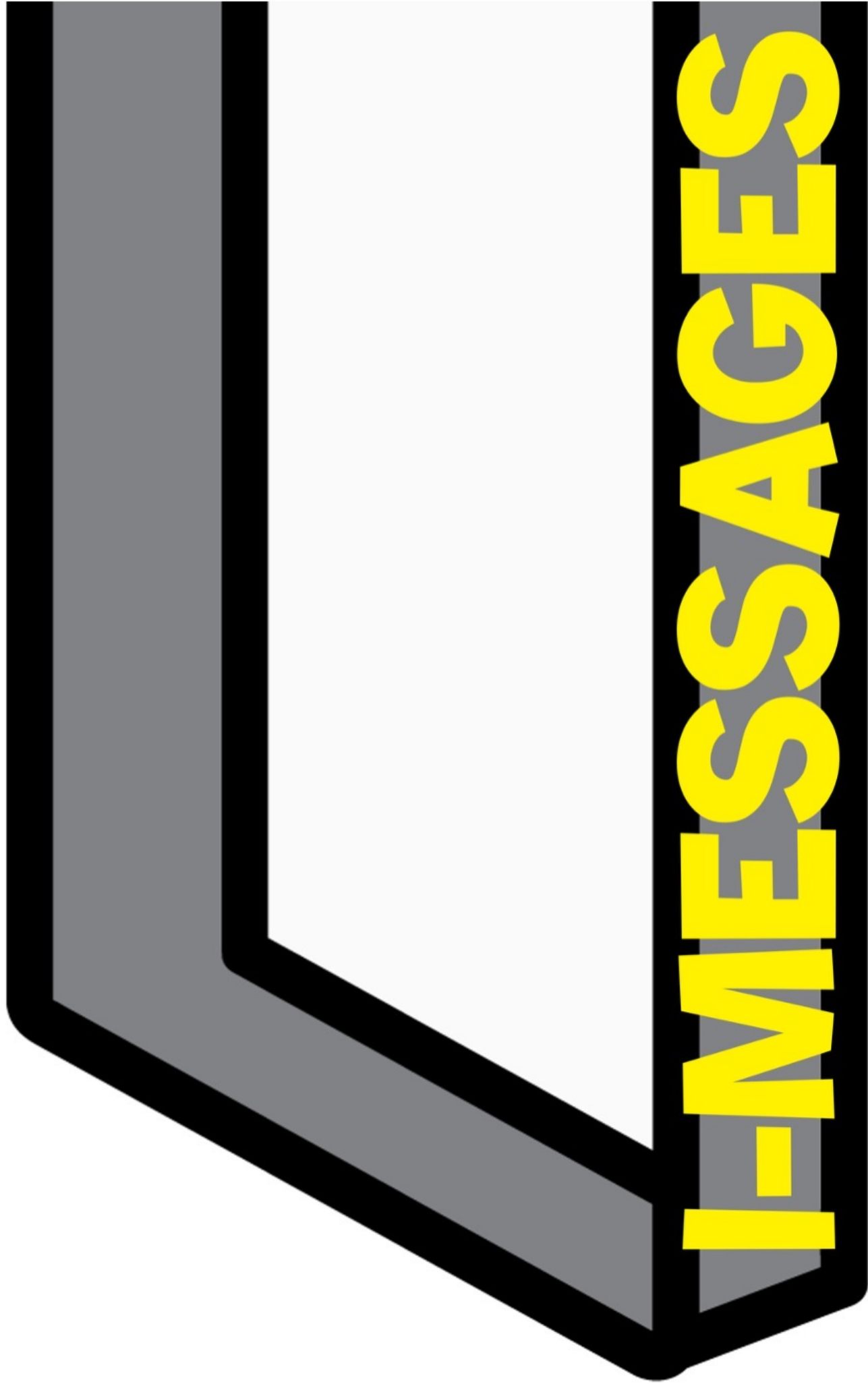


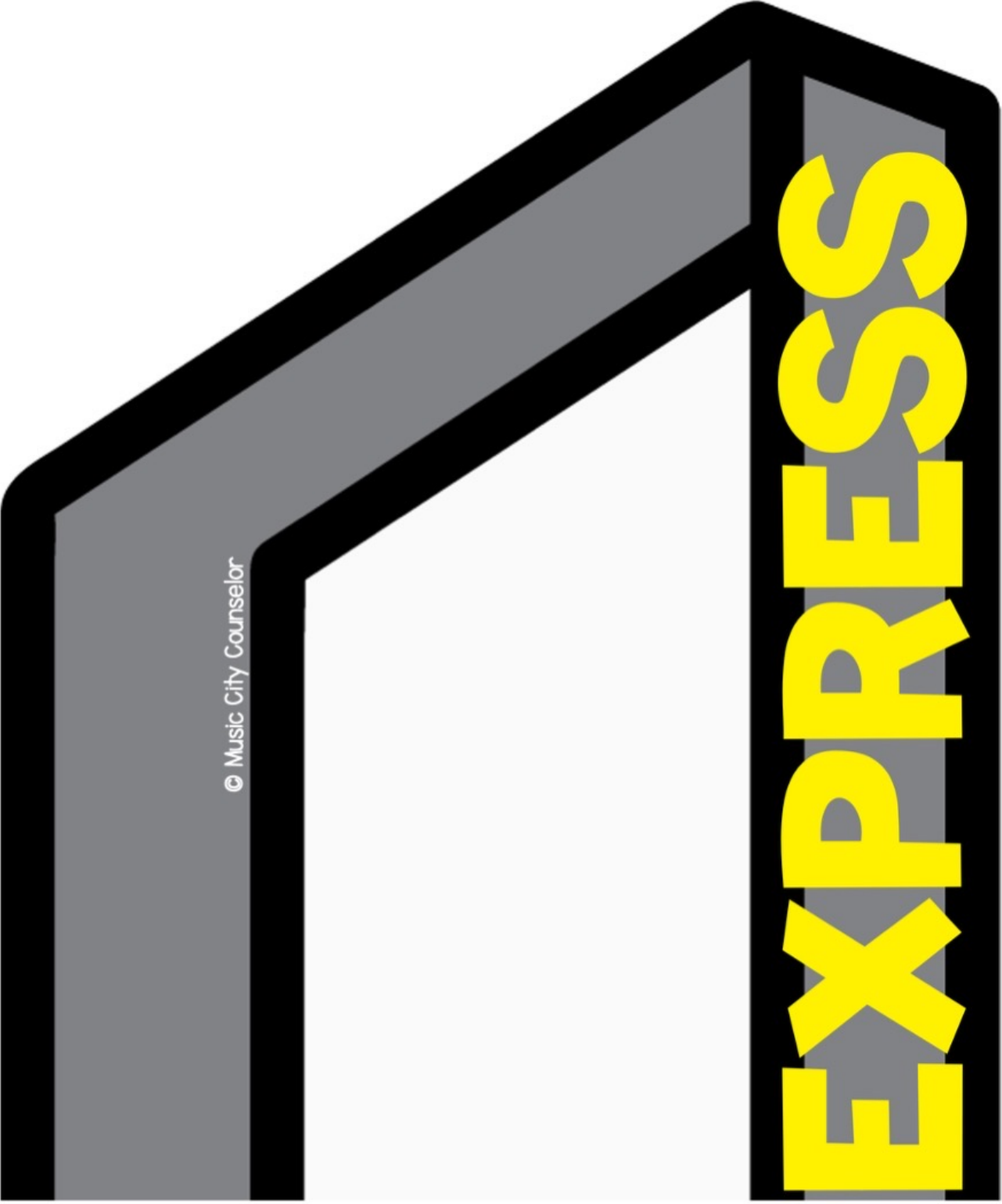
2) Share what happened.



3) Explain what you need.





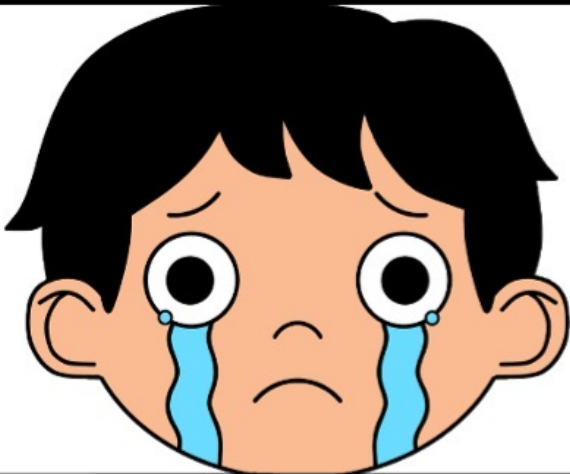




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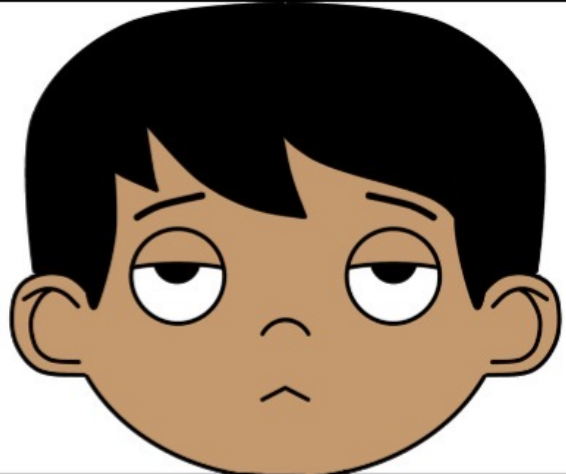
I FELT CARDS

sad



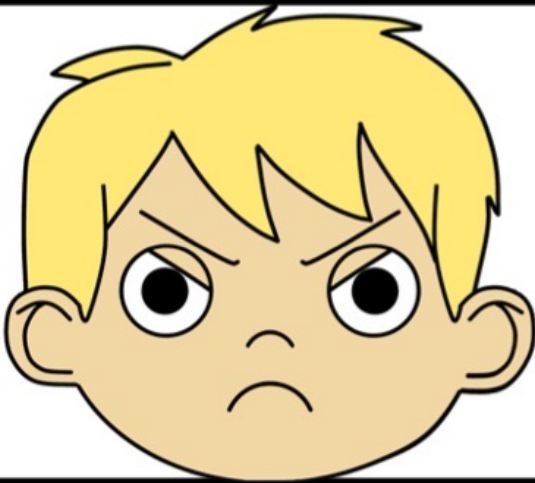
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annoyed



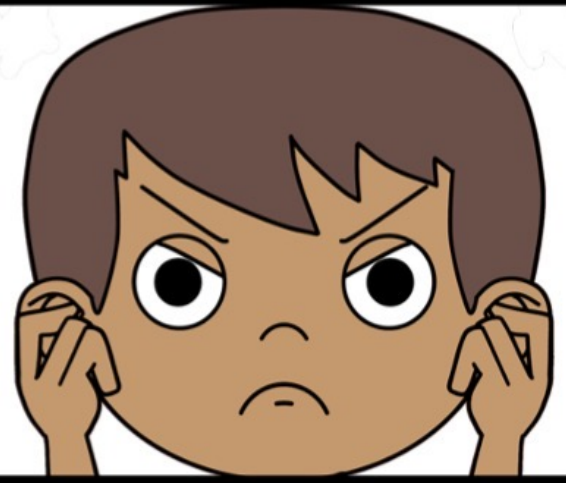
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angry



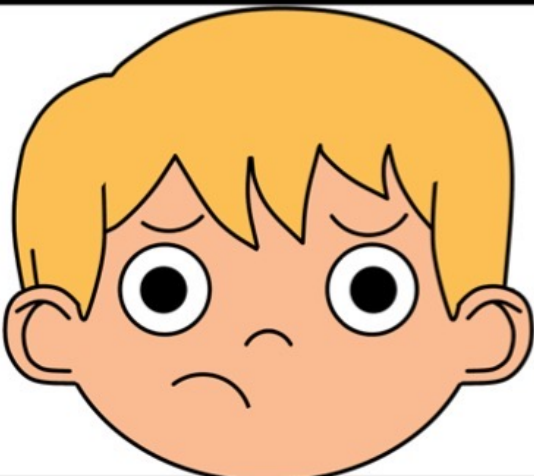
© Music City Counselor

frustrated



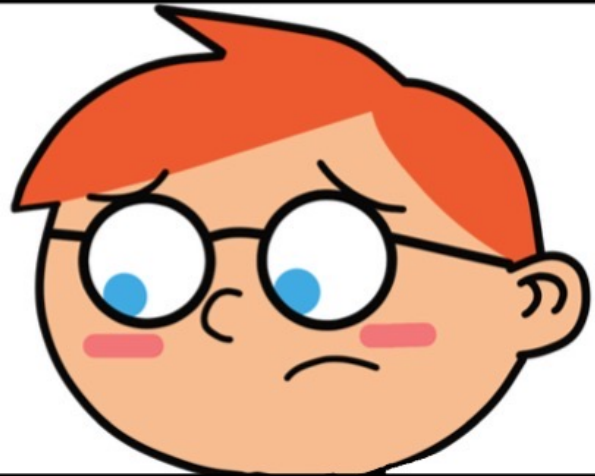
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disappointed



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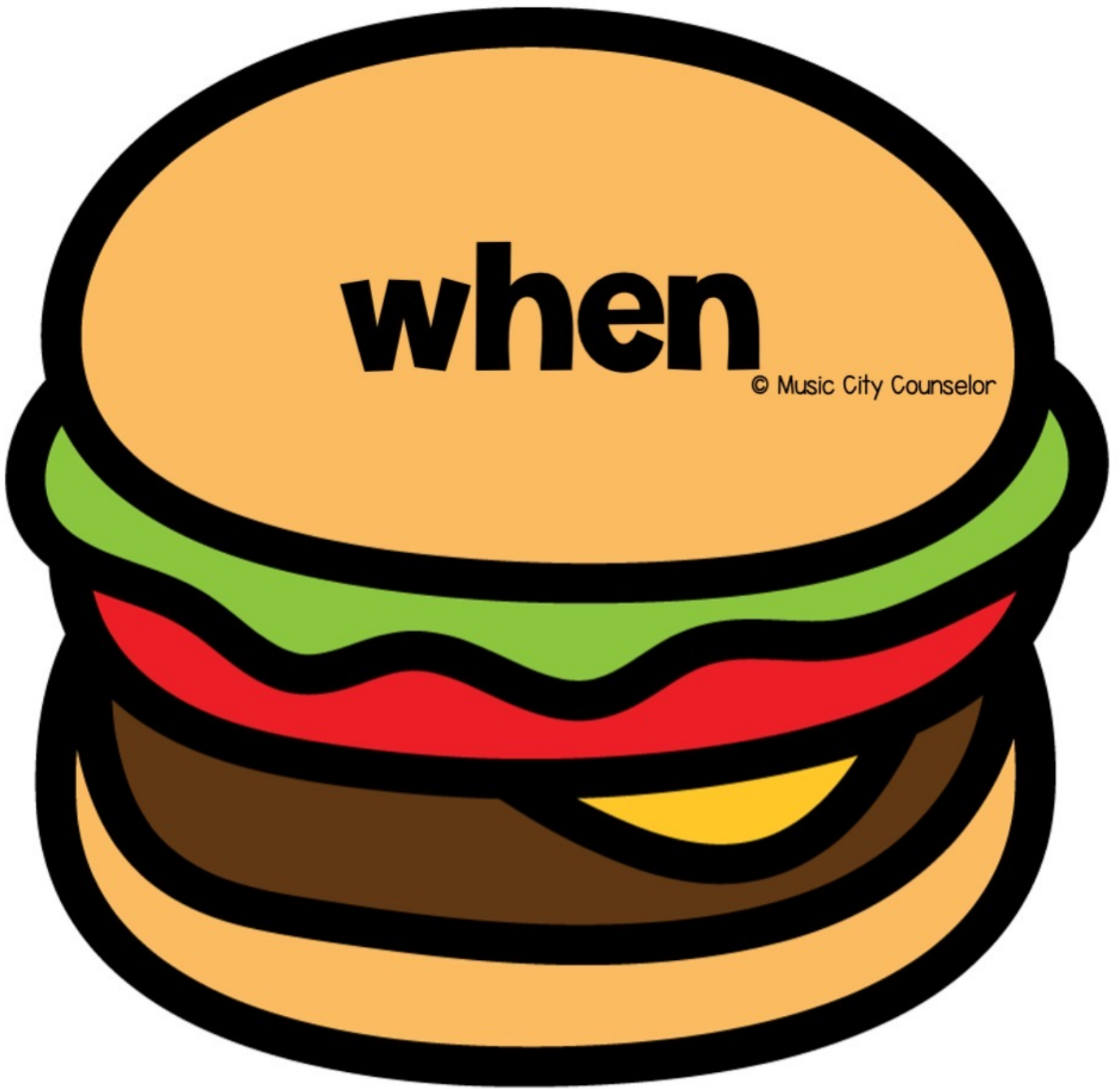
embarrassed



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when

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WHEN CARDS

you ignored me.



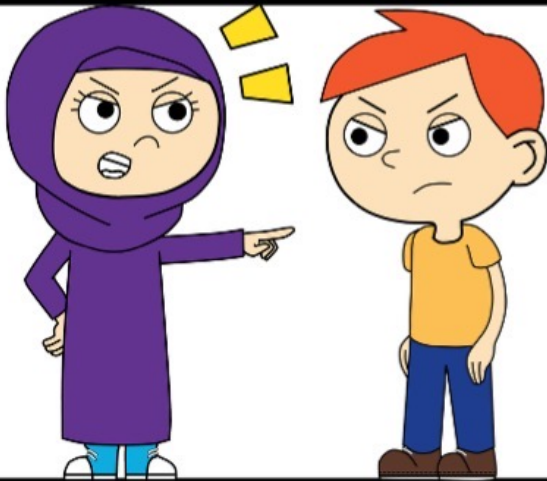
© Music City Counselor

you yelled at me.



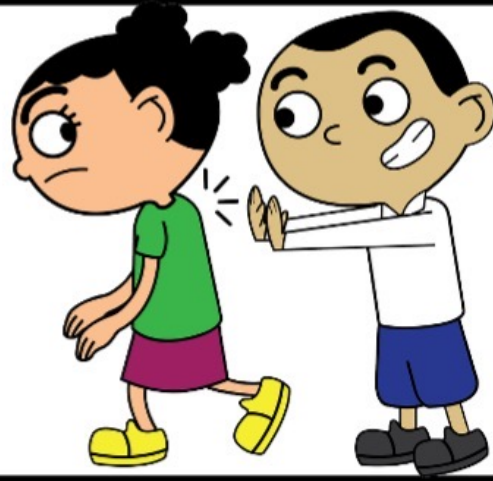
© Music City Counselor

you were bossy.



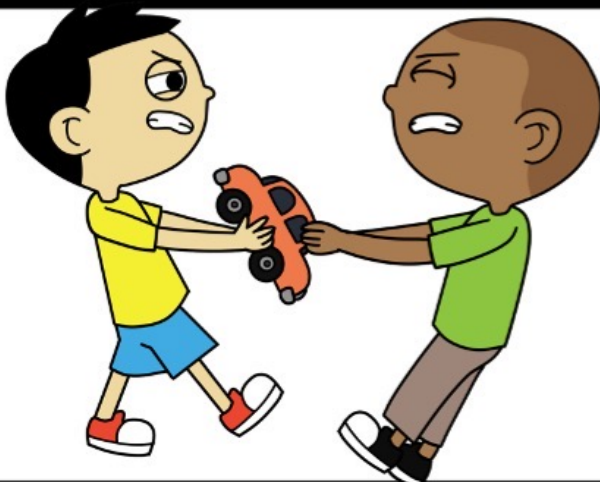
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you pushed me.



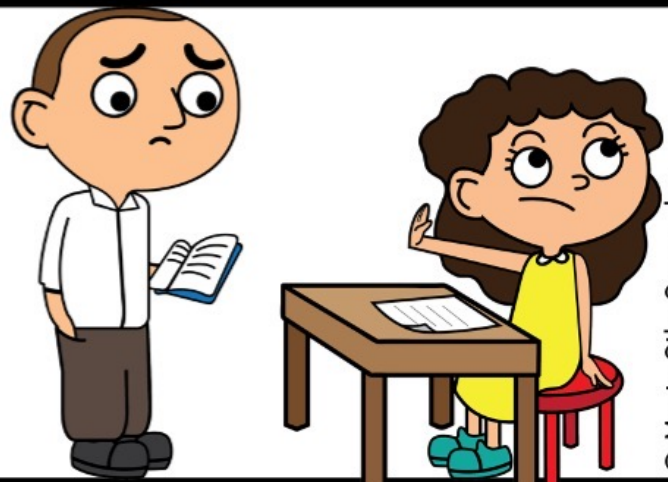
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you didn't share.



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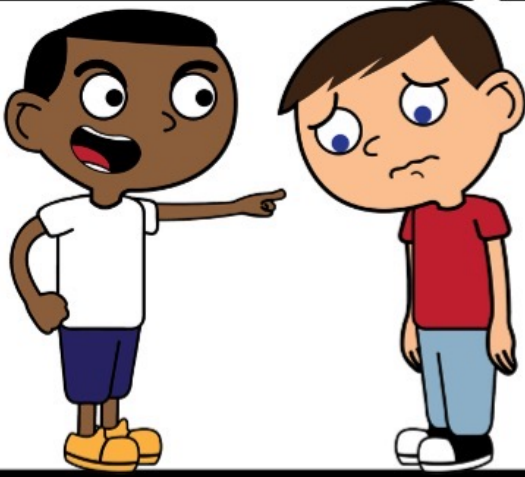
you didn't listen.



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WHEN CARDS

you teased me.



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you skipped me.



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you interrupted me.



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you left me out.



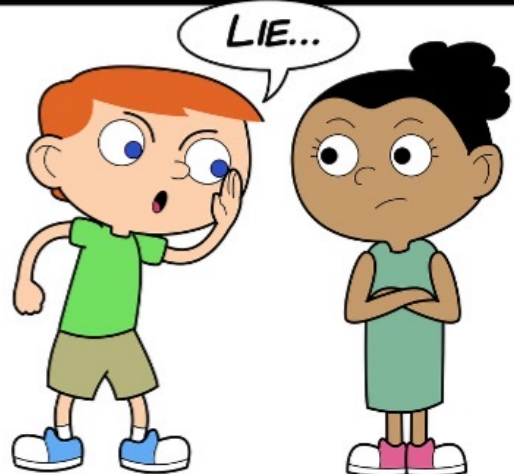
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you got too close.



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you lied to me.



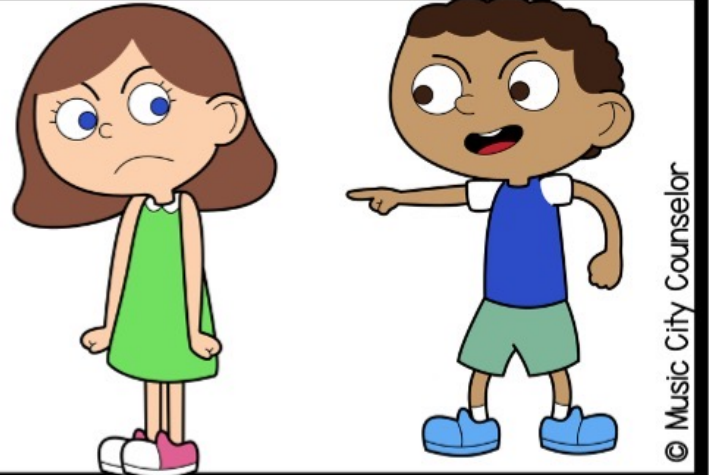
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WHEN CARDS

you left me out.



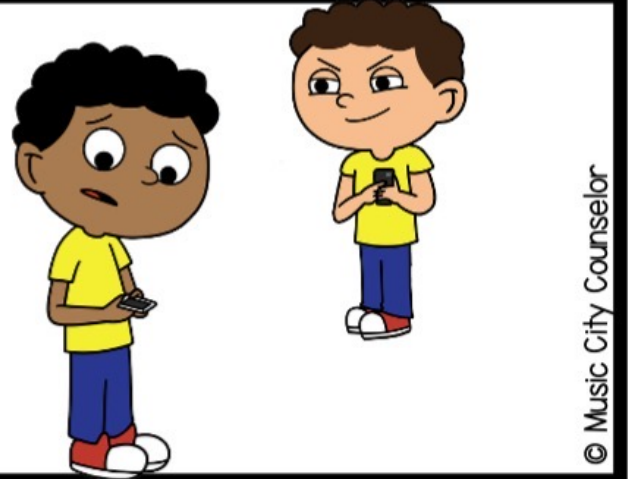
you made fun of me.



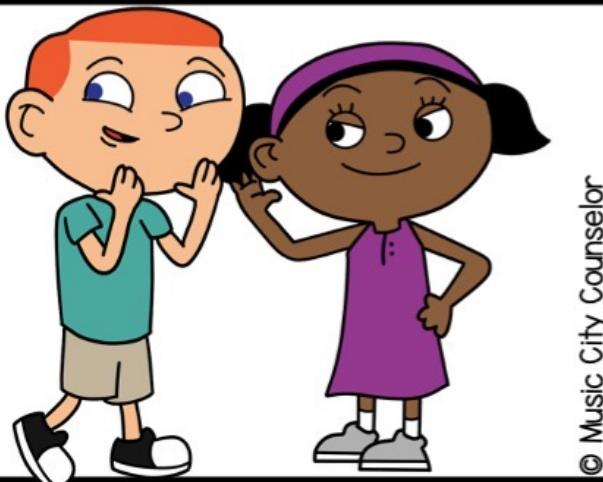
you made a mess.



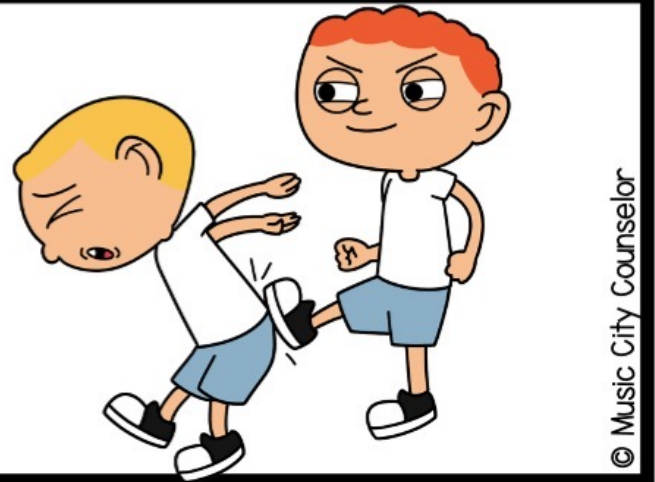
you sent me a mean text.



you talked about me.



you kicked me.



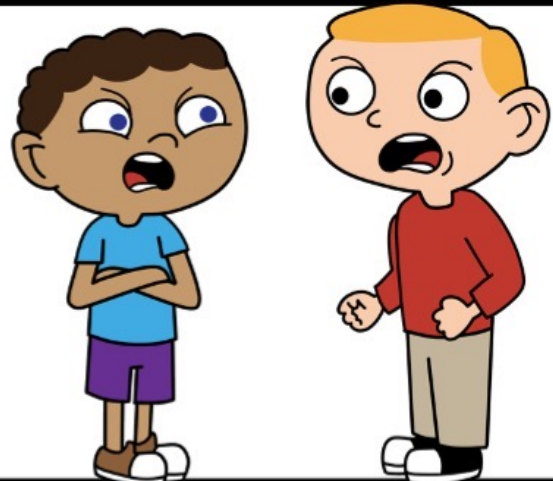
WHEN CARDS

you fought with me.



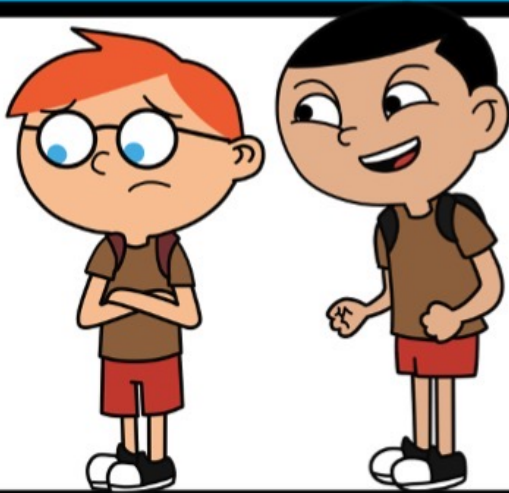
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you argued with me.



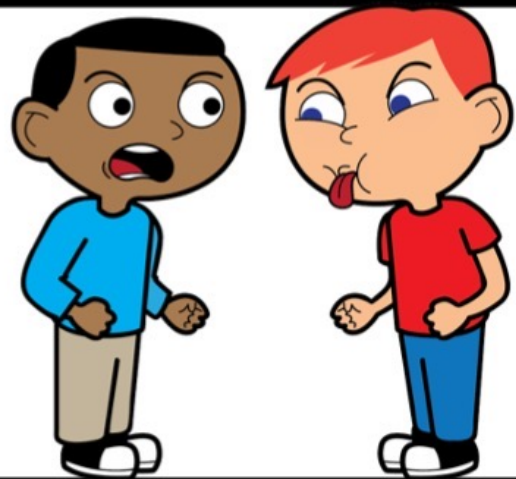
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you called me names.



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you spit at me.



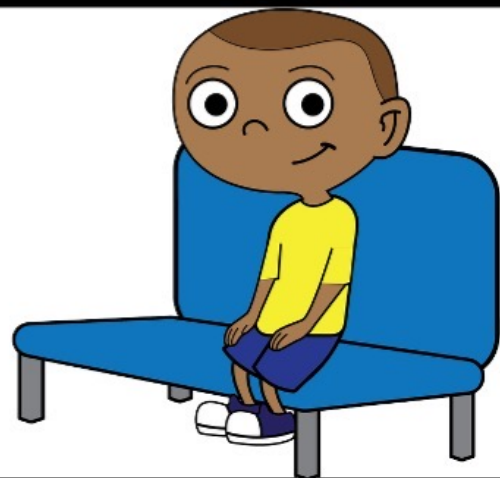
© Music City Counselor

you didn't invite me.



© Music City Counselor

you wouldn't let me sit.

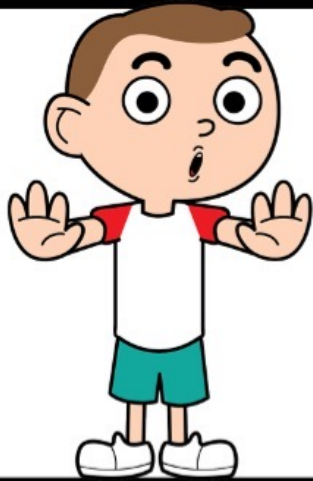


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CAN YOU PLEASE CARDS

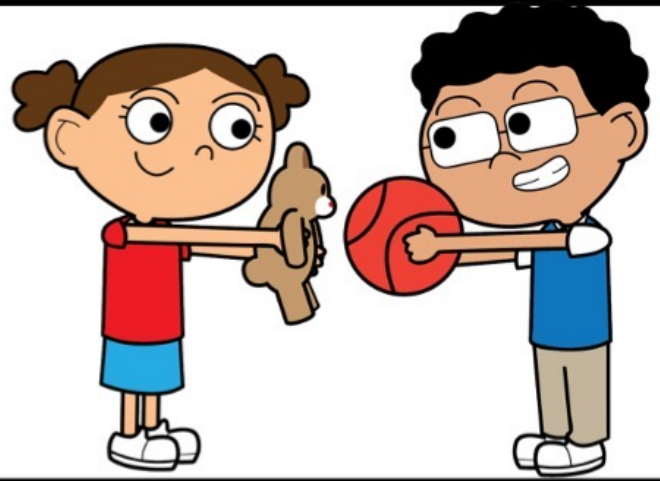
stop?



**PLEASE
STOP.**

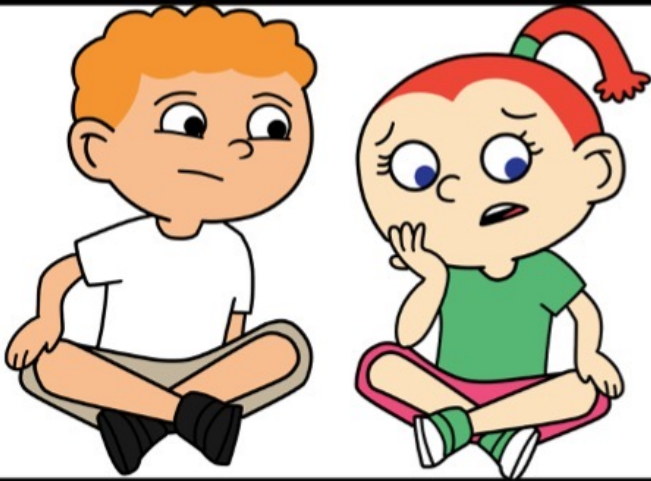
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share with me?



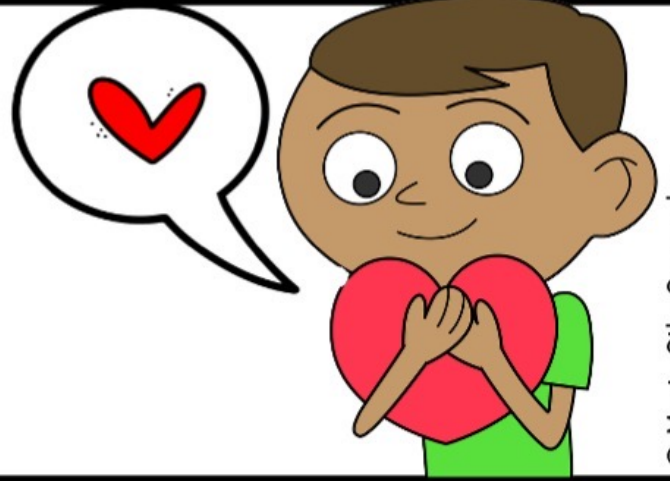
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listen to me?



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use kind words?



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keep safe hands?



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give me a turn?



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CAN YOU PLEASE CARDS

clean up?



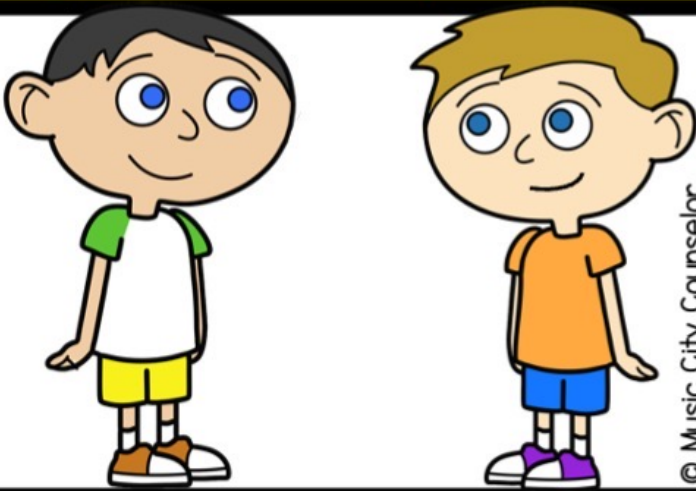
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keep a safe body?



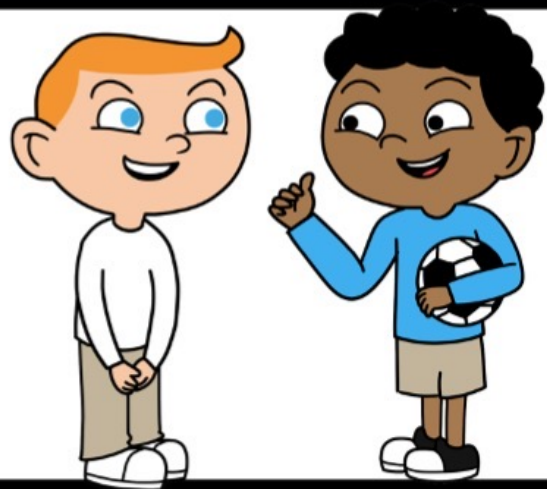
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give me space?



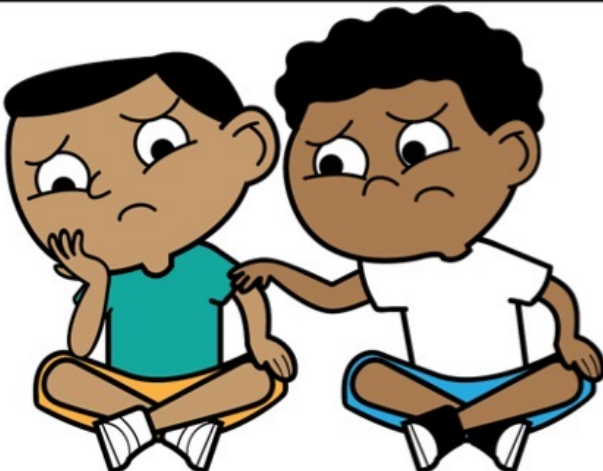
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include me?



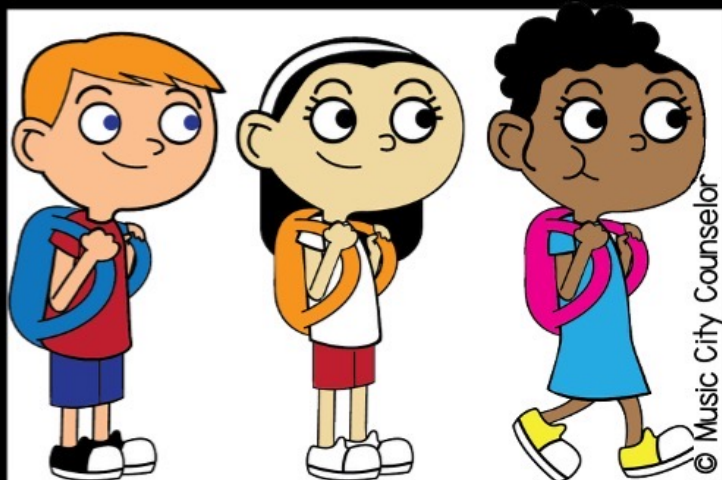
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tell the truth?



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let me go first?



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CAN YOU PLEASE CARDS

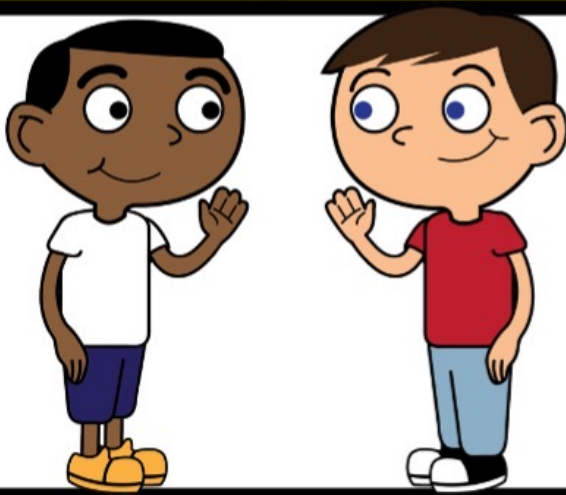
invite me?



be kind?



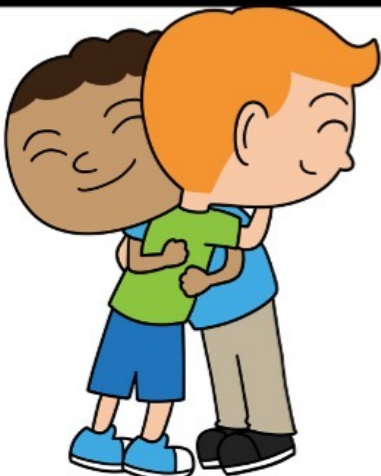
be respectful?



sit with me?



get along with me?



help me?

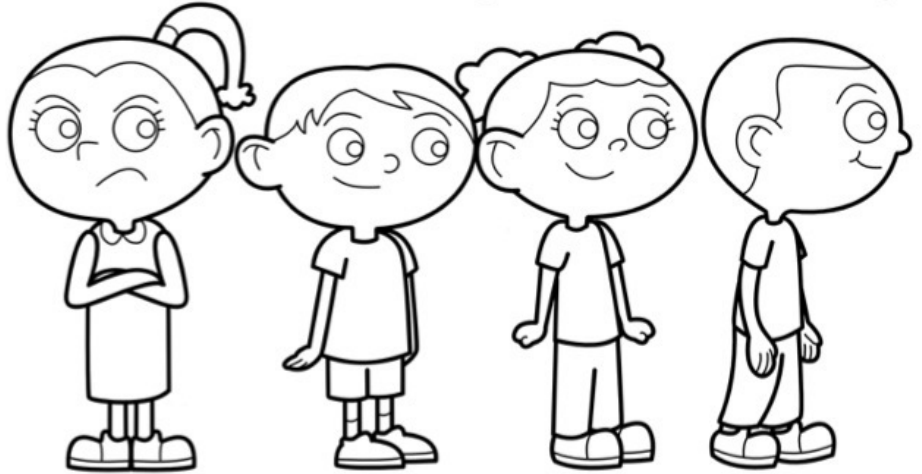


Name: _____

I-MESSAGES EXPRESS

Solve the small problem below using an I-Message.

Carlos skipped you
in line at the water
fountain.



1) Explain how you feel.

I felt _____



I felt

2) Share what happened.

when _____



when

3) Explain what you need.

Can you please _____

_____?

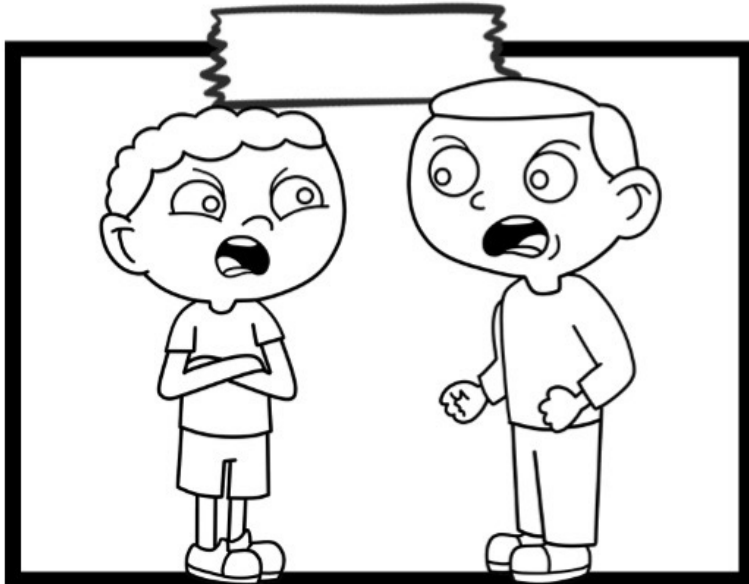
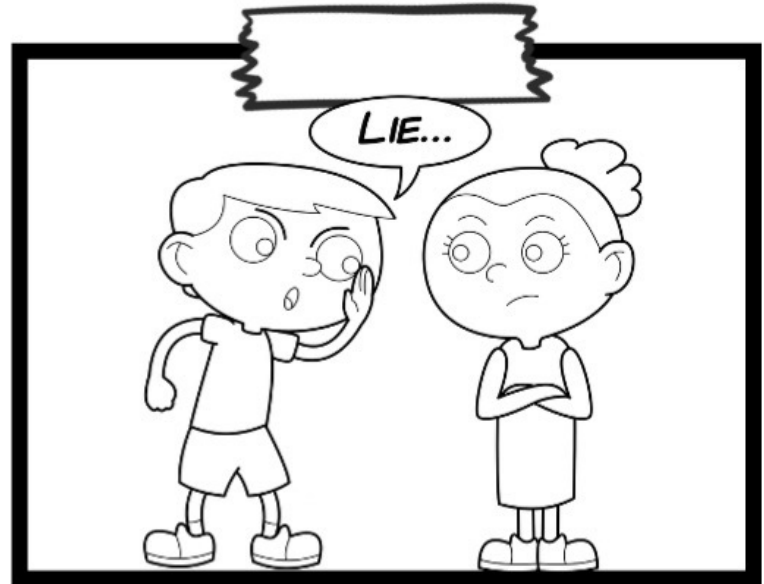
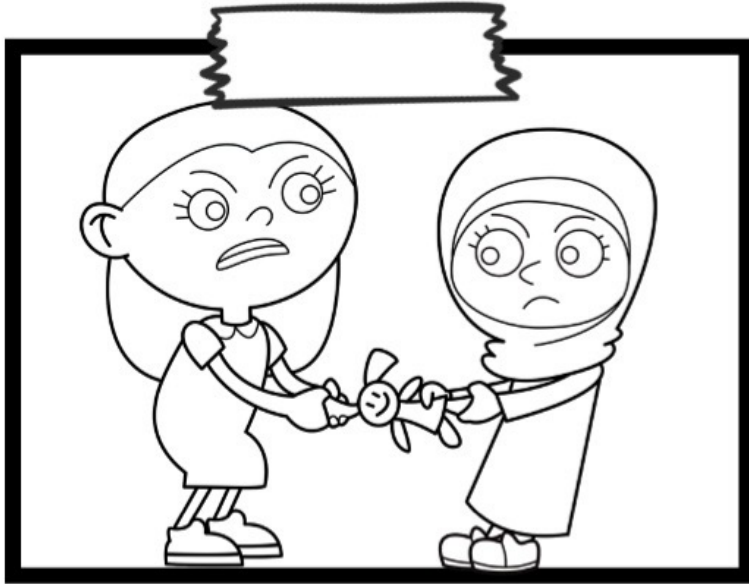


**Can
you**

Name: _____

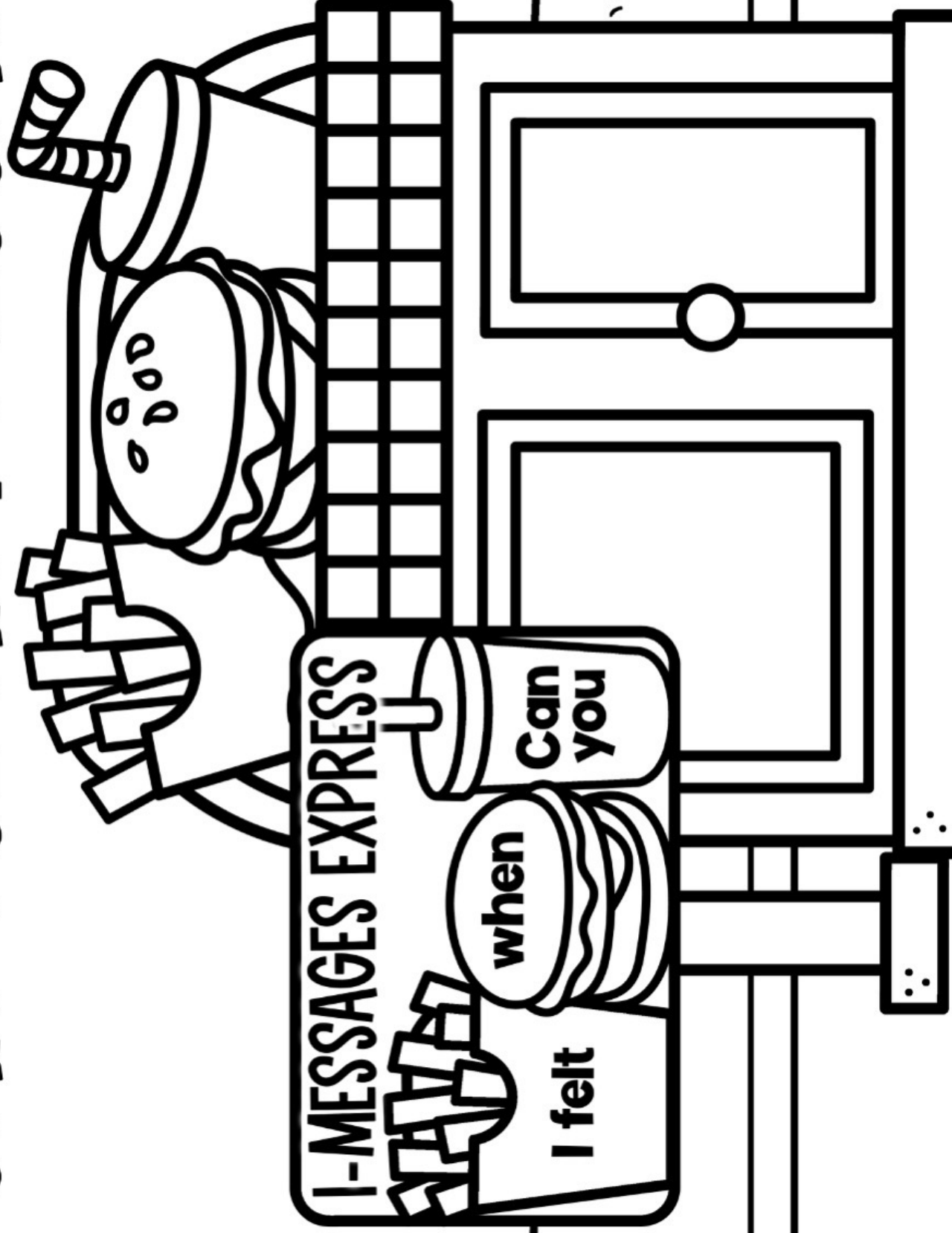
I-MESSAGES EXPRESS

Write an I-Message to help you solve these problems.



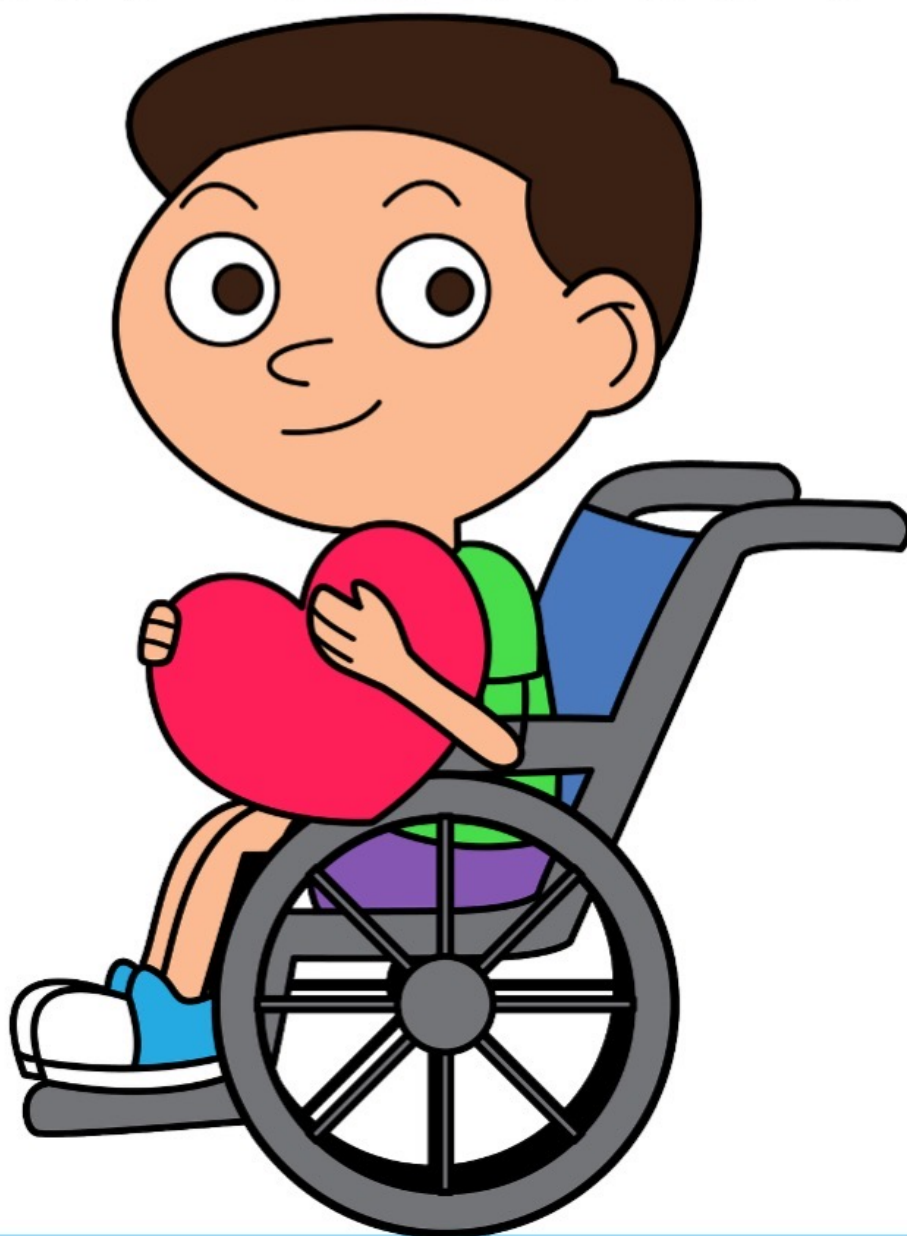
Name: _____

I CAN USE AN I-MESSAGE!



SESSION 9:

Level Up Our Self-Esteem



SESSION 9: Level Up Our Self-Esteem.

SESSION GOALS:

- Students will learn the definition of self-esteem.
- Students will learn 8 "self-esteem superpowers" that we all have.
- Students will reflect on their own strengths, talents, and abilities.

ASCA ALIGNMENT:

- **M 1:** Belief in development of whole self, including a healthy balance of mental, social-emotional, and physical well-being.
- **M 2:** Sense of acceptance, respect, support, and inclusion for self and others in the school environment.
- **M 3:** Positive attitude toward work and learning.
- **M 4:** Self-confidence in ability to succeed.
- **M 5:** Belief in using abilities to their fullest to achieve high-quality results and outcomes.

MATERIALS NEEDED:

- Group folders
- Each students' player profile + 1 self-esteem badge per student
- "What is Self-Esteem?" poster
- 2 "You Have Self-Esteem Superpowers" posters
- 8 self-esteem superpower cards (cut-out)
- "Discussion Questions" poster
- 1 superhero badge per student
- Scissors
- Markers or crayons
- Pencils
- Glue stick

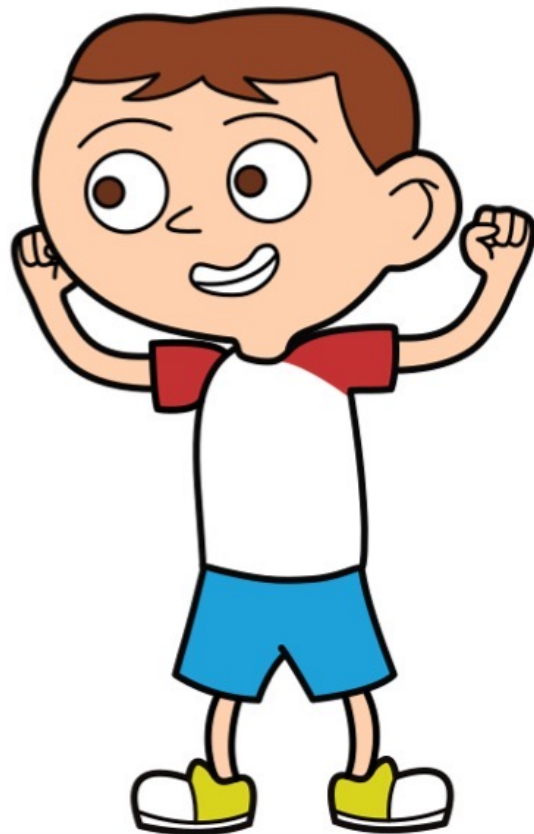
DIRECTIONS:

- Before students come to group:
 - Print the "What is Self-Esteem?" poster, 2 "You Have Self-Esteem Superpowers" posters, and "Discussion Questions" poster
 - Print the 8 self-esteem superpowers cards and cut them out
 - Print 1 superhero badge craft per student
- Greet students and explain that today we will **"Level Up" our self-esteem by pretending to be superheroes!**
- You may choose to start each session with a **feelings check-in**. Ask students to share or point to how they're feeling on the **"How Are You Feeling?" poster**. Gauge their feelings about group, how their day is going, their mood, etc.
- Show students the **"What is Self-Esteem?" poster**. Share the definition of self-esteem. Explain that self-esteem is so important because when we have healthy self-esteem, we feel confident trying new things, making friends, and solving problems, even if we make mistakes along the way. It helps us see our strengths, bounce back when things go wrong, and treat ourselves kindly, just like we would a good friend.
- Show students the 2 **"You Have Self-Esteem Superpowers" posters**. Explain that just like superheroes need confidence to save the day, we need confidence to do our best. Ask students: "What do superheroes believe about themselves?" (i.e. they're strong, brave, helpful, smart, etc.). Explain that just like superheroes, we all have **8 self-esteem superpowers** that help us believe in ourselves, our abilities, and our talents. Talk through each of the 8 self-esteem superpowers. Use the **cut-out self-esteem superpowers cards** to explain each power in more detail.
- Use the **"Discussion Questions" poster** to spark conversation with students about the 8 self-esteem superpowers. You may choose to have each student answer one question or open the floor for any student to answer the questions.
- Give each student a **superhero badge**. Ask students to write their name on the line in the middle. Then, ask them to use markers, crayons, and pencils to write and draw about one of their self-esteem superpowers in each box. They can write and draw about their gifts, talents, strengths, abilities, family, goals, etc. After they finish, ask students to share their badge with the group.
- Give each student their **"Self-Esteem Badge"** and ask them to glue it onto their player profile.
- Close the lesson by saying that next week will be our last group session and we will do some activities to close our group.

WHAT IS SELF- ESTEEM?



How much you like yourself,
believe in yourself, and feel
good about who you are.



YOU HAVE SELF-ESTEEM SUPERPOWERS

.....



KINDNESS RAY



BRAVERY BOOST



FOCUS FORCEFIELD



HELPFUL HERO

YOU HAVE SELF-ESTEEM SUPERPOWERS

.....



CONFIDENCE CAPTAIN



RESPECT RANGER



PATIENCE POWER-UP



**PROBLEM-SOLVER
SUPREME**



KINDNESS RAY

Spread positivity and care through your words and actions. Use your "Kindness Ray" to brighten someone's day by using kind words, offering compliments, showing gratitude, and lending a helping hand.



BRAVERY BOOST

Face challenges with courage, even when something feels scary or uncertain. Use your boost to try new things, speak up for what's right, and keep going when a task is tough.



FOCUS FORCEFIELD

Block out distractions to stay on task and do your best work. Use your forcefield to protect your attention and keep your eyes and mind on the goal until it's complete. Think clearly and make good choices.



HELPFUL HERO

Step in to support others whenever they need it. Notice when someone is struggling, offer a hand, and work together to solve the problem. No challenge is too big with teamwork and kindness!



CONFIDENCE CAPTAIN

Believe in yourself and your abilities, even when something feels challenging. Stand tall, ready to try new things, take on tough tasks, and keep going without giving up. Inspire others to reach for their goals.



RESPECT RANGER

Treat others the way you want to be treated. Listen carefully, use polite words, and value everyone's ideas, even if they are different from your own. Make others feel safe, important, and appreciated.



PATIENCE POWER-UP

Stay calm and wait without getting upset.

Use your power-up to give others a chance, listen carefully, and take your time to do things right. Make good choices so the day runs smoothly for everyone.



PROBLEM-SOLVER SUPREME

Find smart and creative ways to fix challenges. Think through different options, choose the best plan, and help others work together to make it happen. Turn obstacles into opportunities to learn.

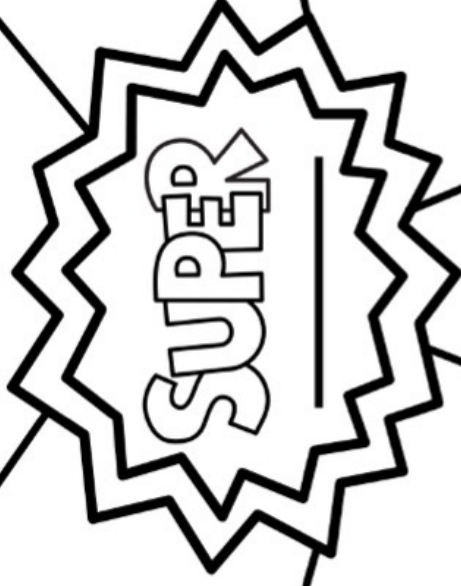
DISCUSSION

QUESTIONS



.....

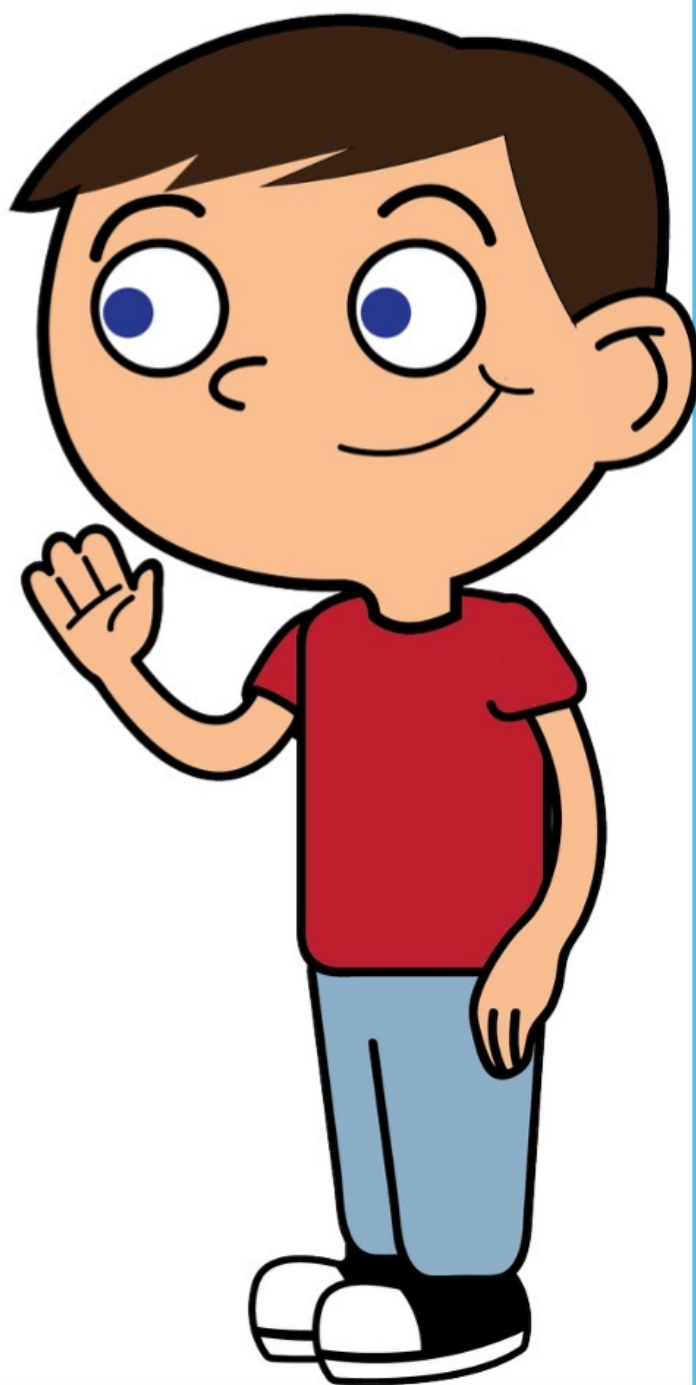
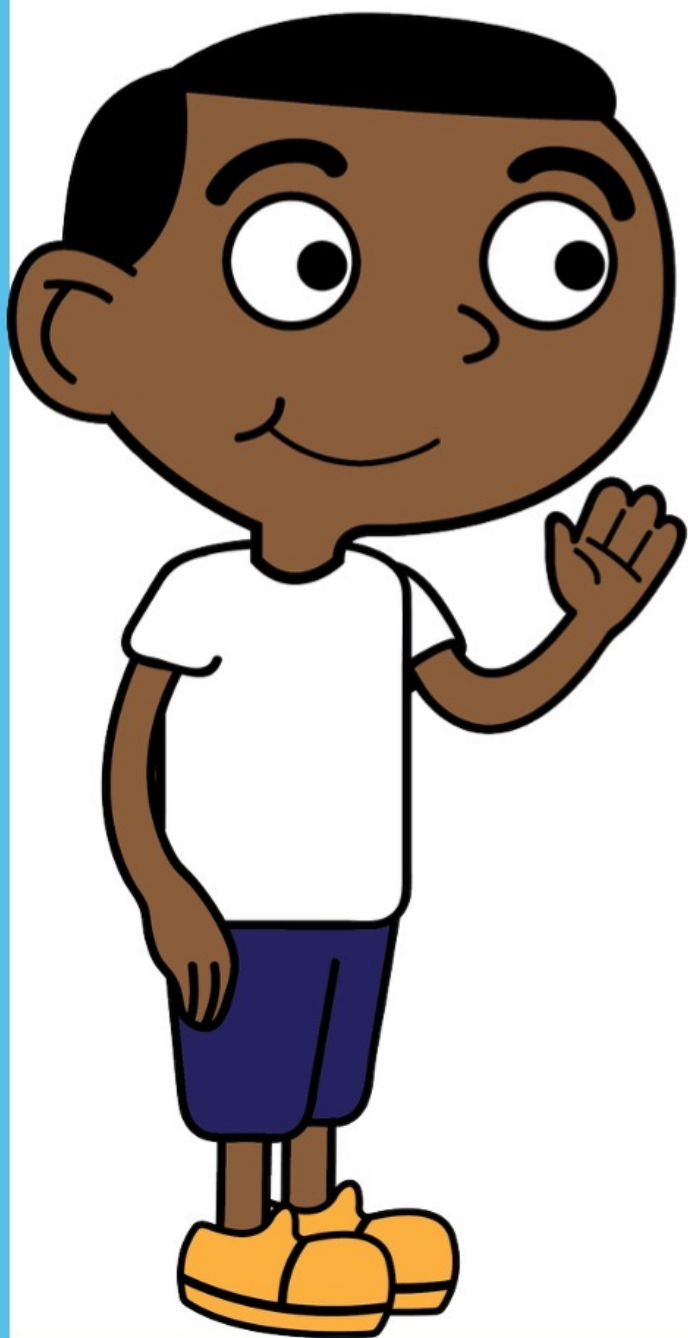
1. Which self-esteem superpower is most important to you?
2. Which self-esteem superpower is most valuable to you?
3. Which self-esteem superpower are you most proud of?
4. Which self-esteem superpower is your biggest strength?
5. Which self-esteem superpower do you most look for in a friend?
6. Which self-esteem superpower would you like to practice more?



Write your name on the line.
Next, in each section of the
badge, write and draw about
one of your superpowers.
Then, cut it out.

SESSION 10:

Group Closure



SESSION 10: Group Closure

SESSION GOALS:

- Students will assess their learning and experiences in group with a post-survey.
- Students will reflect on their experiences, memories, and lessons learned in group.

ASCA ALIGNMENT:

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 7:** Effective coping skills.
- **B-SMS 6:** Ability to identify and overcome barriers.
- **B-SMS 10:** Ability to manage transitions and adapt to change.
- **B-SS 8:** Advocacy skills for self and others and ability to assert self, when necessary.

MATERIALS NEEDED:

- Group folders
- Completed player profiles
- 1 small group post-survey per student
- 1 "My Time in Group" worksheet per student (2 options included)
- 6 cut-out discussion cards
- 1 "thank you" page per student
- 1 certificate for each student, with their name written on it
- Pencils
- Markers or crayons

DIRECTIONS:

























- **Before students come to group:**
 - Print 1 **post-survey** per student, 1 **"My Time in Group" worksheet** per student (choice of 2), 1 **"thank you" page** per student, and 1 **completion certificate** per student (3 options for job title)
 - Print and cut out the **8 discussion cards**
- Greet students and **explain** that today is our **last group session** and we will do some activities to reflect on what we learned and experienced in group.
- You may choose to start each session with a **feelings check-in**. Ask students to share or point to how they're feeling on the **"How Are You Feeling?" poster**. Gauge their feelings about group, how their day is going, their mood, etc.
- Give each student a **small group post-survey** and ask them to write their name at the top. Explain that this little form will help us understand how much progress they have made in group and what they learned. Read each question aloud and ask students to circle or color the "yes," "maybe," or "not yet" circles.
- **K – 2nd Grades:** Give each student the first **"My Time in Group" worksheet**. Students can write on the lines and draw a picture in the frame about what they learned in group. Once they're done, students can share with the group.
- **3rd – 5th Grades:** Give each student a **"My Time in Group" worksheet**. Ask them to fill in the boxes with writing and drawings about their experiences in group. Once they're done, students can share with the group.
- Give each student a **discussion card**. Ask them to read it aloud (or you can read it aloud for them) and share their responses with the group.
- Give each student a **blank "thank you" page** (the one with the 5 different doodle frames on it). Ask students to write their name on the line at the top. Then, ask students to grab a pencil and stand up to rotate one paper/spot to their right. Set a timer for 60 seconds and ask students to write in one of the frames something that they appreciated, admired, or wanted to thank that person whose paper is in front of them. Continue rotating until each student has written something nice on every students' paper. Then, students can come back to their paper and read their nice messages. Feel free to share and discuss these.
- Thank students for participating. Give each student a **certificate** for successfully completing group. Congratulate them for earning all 8 skill badges and Leveling Up their social skills!

Name: _____

LEVEL UP! BOYS GROUP

POST-SURVEY



























I can identify and understand my feelings.			
I can cope with my feelings.			
I can control my thoughts, feelings, and behavior.			
I can be a peaceful problem-solver.			
I can make good choices.			
I can make and keep friends.			
I can express my feelings and needs with an I-Message.			
I love and believe in myself.			

Name: _____

LEVEL UP! BOYS GROUP POST-SURVEY



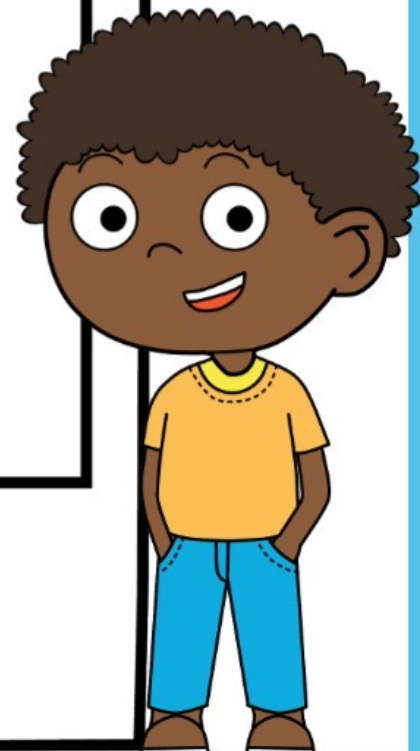
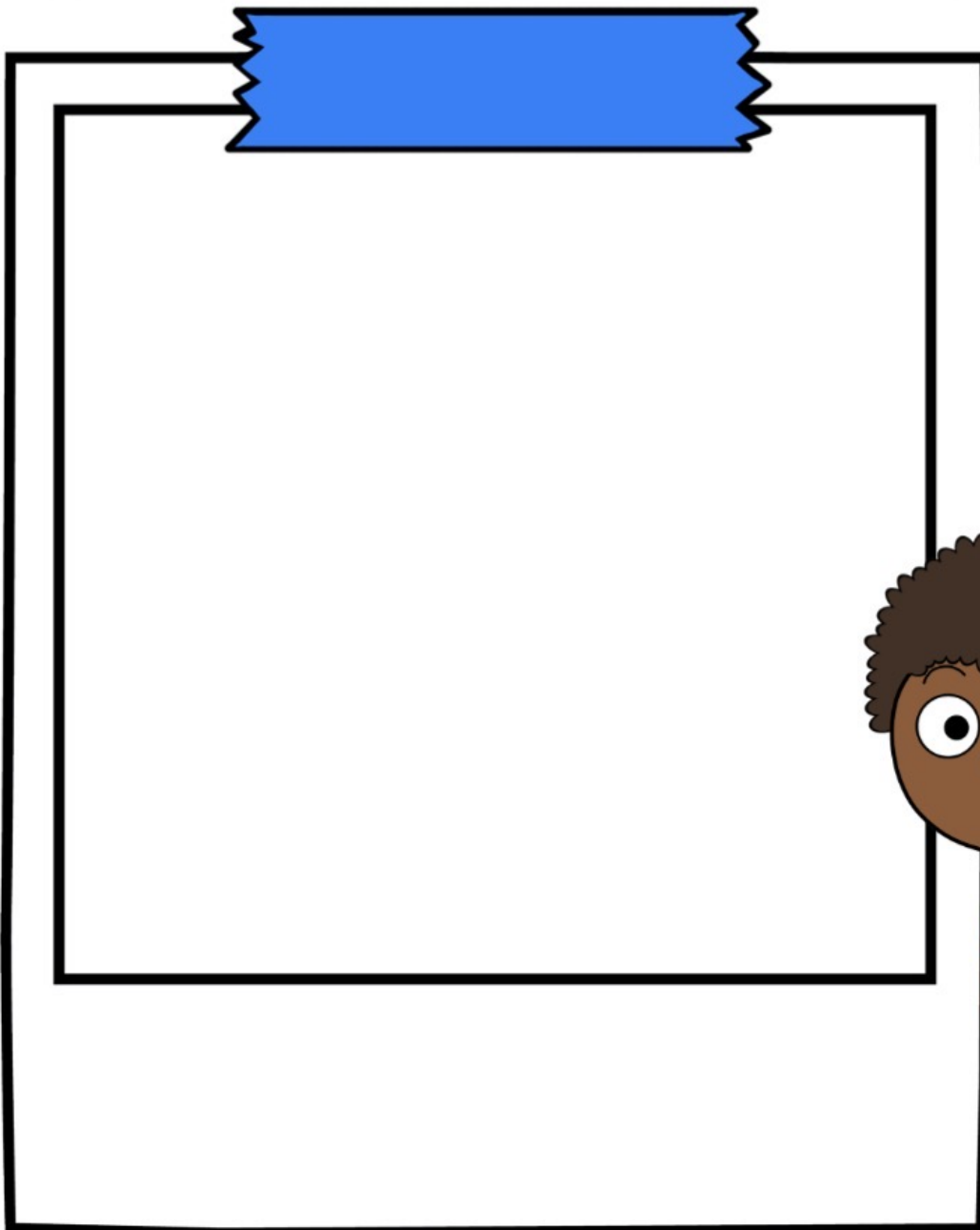
I can identify and understand my feelings.			
I can cope with my feelings.			
I can control my thoughts, feelings, and behavior.			
I can be a peaceful problem-solver.			
I can make good choices.			
I can make and keep friends.			
I can express my feelings and needs with an I-Message.			
I love and believe in myself.			

Name: _____

MY TIME IN GROUP

Write and draw about what you learned in group.

.....

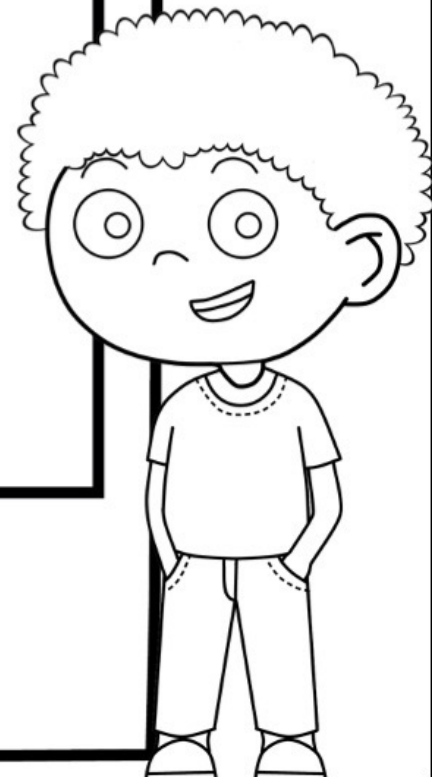
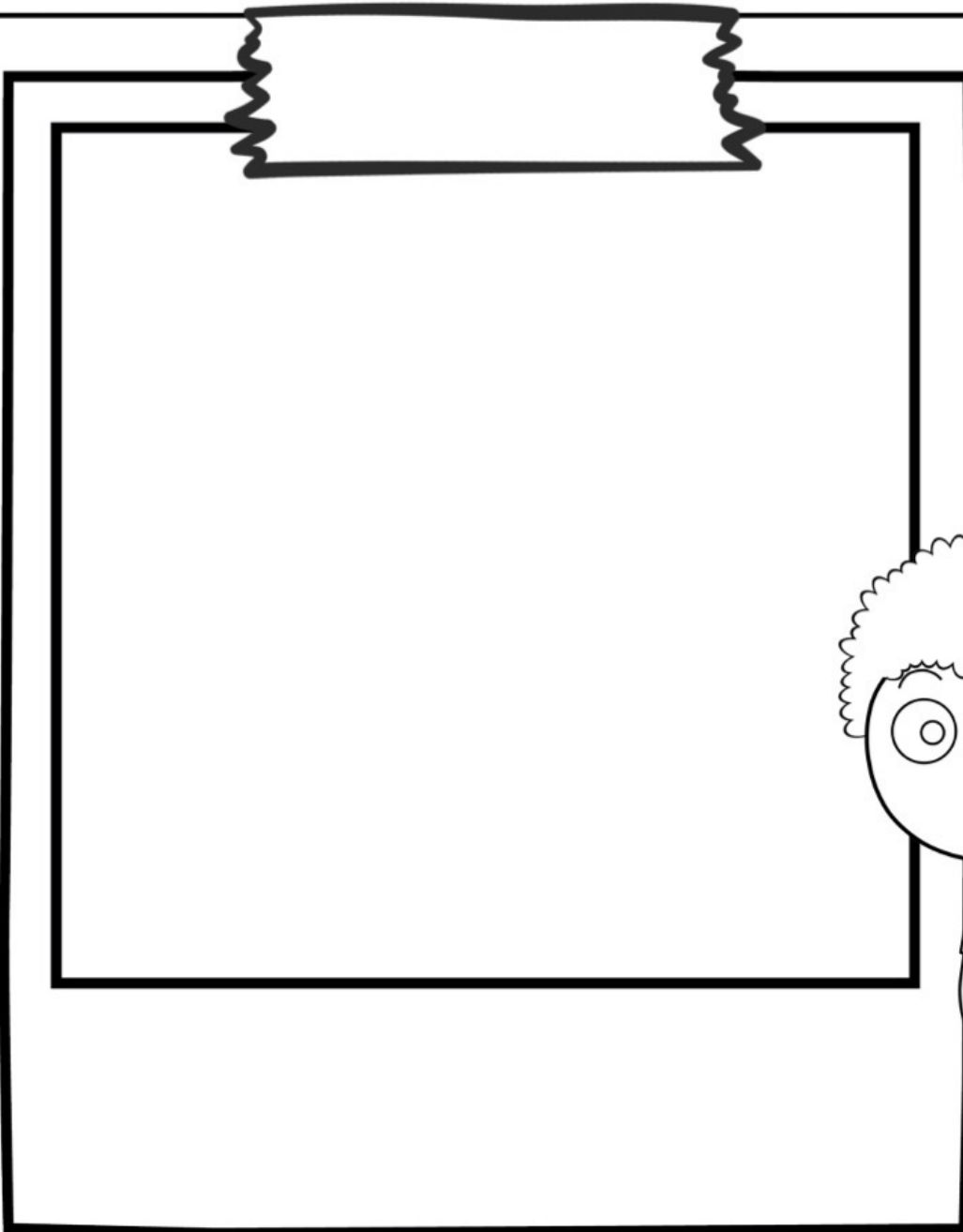


Name: _____

MY TIME IN GROUP

Write and draw about what you learned in group.





Name: _____

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MY TIME IN GROUP

Write and draw about your experience in group.

IN GROUP I LEARNED:

MY FAVORITE MEMORY
IN GROUP

MY FAVORITE ACTIVITY WAS:

I WILL KEEP PRACTICING:

IF I COULD CHANGE ONE THING ABOUT GROUP, IT WOULD BE:

Name: _____

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MY TIME IN GROUP

Write and draw about your experience in group.

IN GROUP I LEARNED:

MY FAVORITE ACTIVITY WAS:

MY FAVORITE MEMORY
IN GROUP

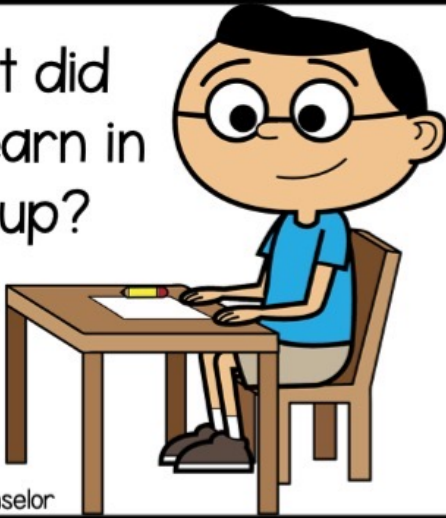
I WILL KEEP PRACTICING:

IF I COULD CHANGE ONE THING ABOUT GROUP, IT WOULD BE:

Discussion Cards

LET'S SHARE!

What did you learn in group?



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LET'S SHARE!

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If you could change one thing about group, what would it be?



LET'S SHARE!

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What was your favorite memory from group?



LET'S SHARE!

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What is something that you learned in group that you want to keep practicing?



LET'S SHARE!

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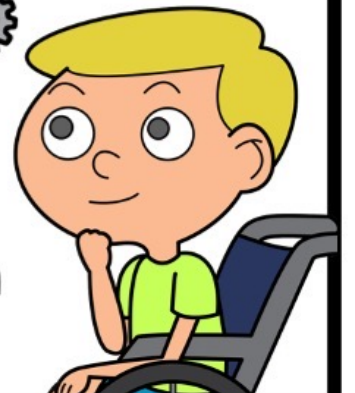
What was your favorite activity from group?

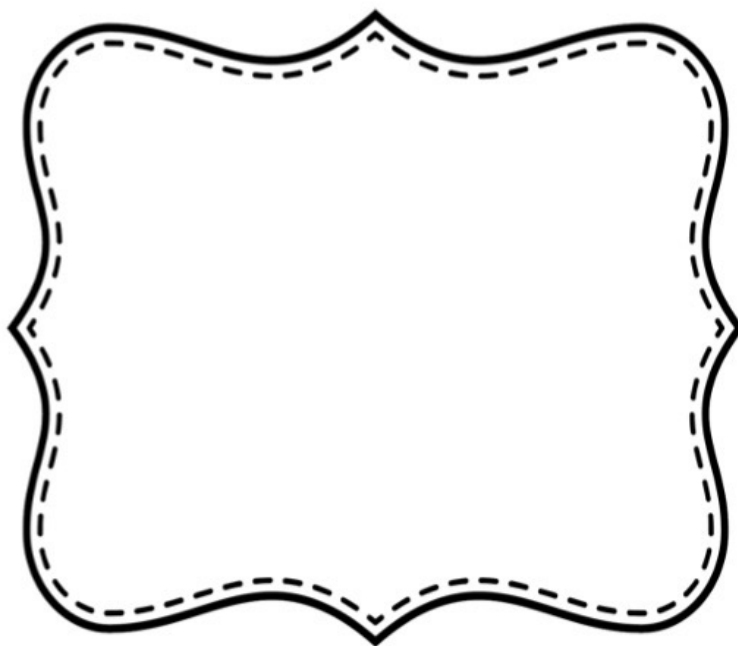
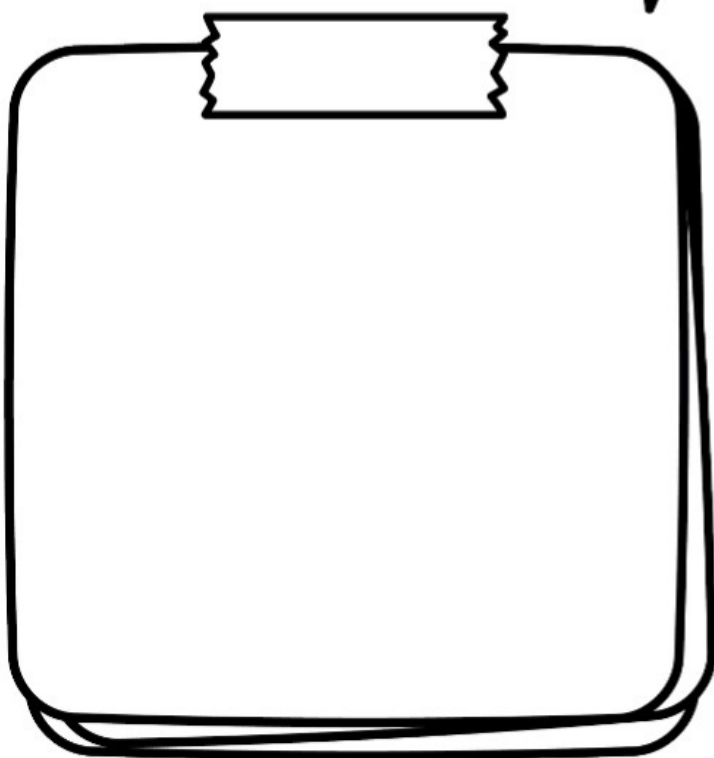
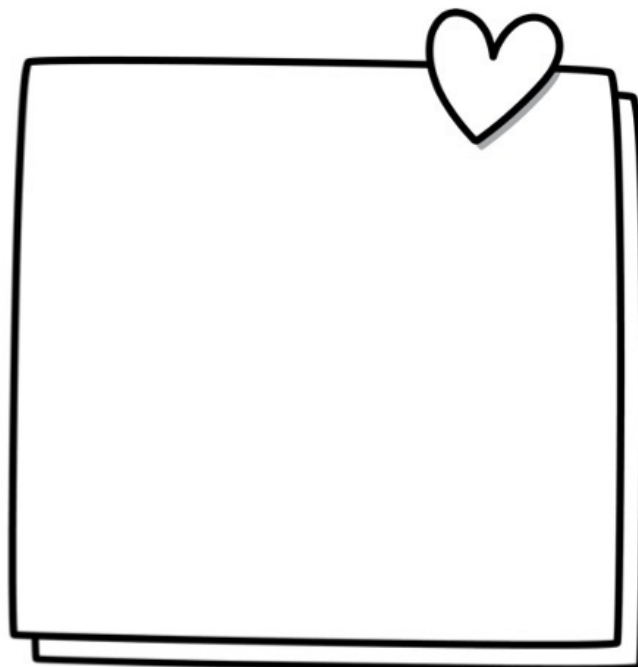
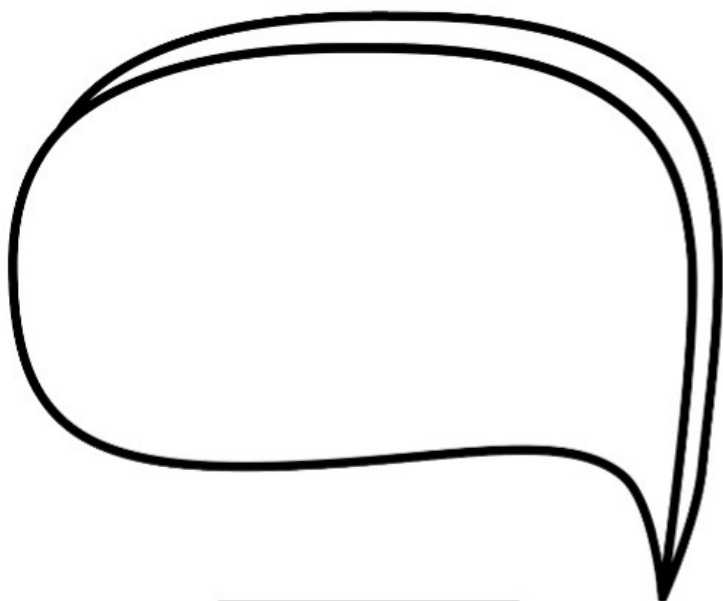


LET'S SHARE!

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How are you different because of participating in group?





CONGRATULATIONS,

.....



You have LEVELED UP and
completed the Boys Group!

School Counselor

Date

CONGRATULATIONS,

.....



You have LEVELED UP and
completed the Boys Group!

School Social Worker

Date

CONGRATULATIONS,

.....



You have LEVELED UP and
completed the Boys Group!

School Psychologist

Date

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Please contact me any time at laura@musiccitycounselor.com with questions, suggestions, resource requests, or comments. I'm here to help and would love to hear from you!

♥ *laura oathout*

THIS RESOURCE WAS MADE POSSIBLE THANKS TO:

